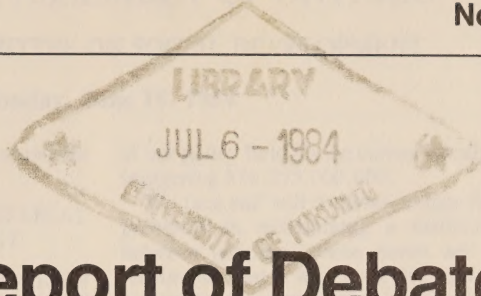


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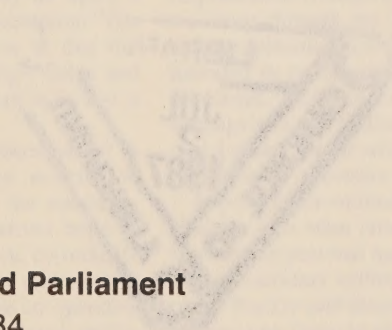


Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Provincial Secretariat for Social Development



Fourth Session, 32nd Parliament
Monday, June 18, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Monday, June 18, 1984

The committee met at 3:45 p.m. in committee room 151.

ESTIMATES, PROVINCIAL SECRETARIAT FOR SOCIAL DEVELOPMENT

The Acting Chairman (Mr. Robinson): We are considering the estimates of the Provincial Secretariat for Social Development. I believe the minister has an opening statement.

Hon. Mr. Dean: Thank you, Mr. Chairman and honourable members—who are leaving quickly; will you be back?

Just before I start, the clerk is distributing what we think is an erratum-free first page for the estimates. The other one had all the right figures but they were presented in such a way that they did not seem quite as understandable.

It is my pleasure this afternoon to introduce the estimates of the Provincial Secretariat for Social Development by outlining those programs and initiatives for which \$11.5 million has been allocated during 1984-85.

Since this is my first opportunity as a member of the executive council to take part in this process, I would like to preface my remarks with a few observations about the way in which I perceive my role and that of the secretariat. The first and most important of these is that the rationale for the formation of policy fields and secretariats remains as valid today as it was a decade ago.

Policy fields were created because of a growing awareness that only by working in concert with one another could the ministries responsible for interrelated initiatives hope to address problems of mutual concern, co-ordinate programs, identify gaps in service and work to resolve differences of opinion. This co-operative endeavour by the ministries in a given policy field takes place in a cabinet committee of which they are all members.

My role as chairman of the cabinet committee on social development is to help identify emerging issues, set priorities for discussion, provide leadership in the development of policy and assist in the co-ordination of programs offered by those ministries which share a common mission of government. From the standpoint of expenditures, the social policy field is the largest in government. The total estimates

of our policy field for the current fiscal year are a staggering \$16,295,000,000.

We face and will continue to face formidable problems in maintaining a realistic balance between genuine human needs and available resources. That is why I am also responsible for helping to ensure that we are provided with the broadest possible spectrum of information and advice as a basis for our decision-making.

In today's complex world, policy cannot be formulated in isolation. It must be addressed in a global context. Forces that shape decision-making are not the same today as they were 10 years ago, nor will they be the same 10 years hence.

For this reason, I have recently taken steps to strengthen the long-term planning capabilities of my secretariat's policy division. The importance of this function cannot be overemphasized. It is essential that strategies for the policy field be forged in awareness of the nature and direction of changes in society.

Just as the Committee on Government Productivity perceived a challenge to adapt to a new environment in the 1970s, so too must we respond to the changes that will be taking place as we move through the 1980s and beyond. The strategic planning activities of the secretariat are intended to complement those of the program ministries. Our efforts will be to link their findings and to establish a process of strategic social planning that will go beyond the confines of individual ministries and programs.

Improved co-ordination, consultation and linkages with other jurisdictions and sectors are high on my personal agenda for the year ahead. Just as ministers within the policy field need to speak frankly and directly with one another, so too must we listen to groups that are not directly involved in the policy development process.

In this connection, I am particularly pleased that the mandates of the Ontario Advisory Council on Senior Citizens and the Ontario Advisory Council on the Physically Handicapped, both of which underwent sunset reviews in March of this year, have been extended for a minimum of 36 months.

A number of new people have been appointed to the councils this year. While I look forward to the fresh perspectives they may bring, the

contributions of both their predecessors and those who remain on the councils cannot be overlooked. Their insights and guidance concerning the needs and aspirations of elderly and physically disabled persons have been invaluable and their recommendations have resulted, among other things, in the formation of the seniors secretariat, which is now entering its third year of operation.

The mandate of the seniors secretariat is wide-ranging. It is to create and promote an awareness of the government's programs and services and to provide a focus for access to information about aging. One of its initiatives in recent months has been substantially to revise and update our information guide for seniors.

This guide describes programs, services and resource materials available from all three levels of government. It is automatically distributed to each of the more than 6,000 Ontario residents who achieve senior citizen status each month. In addition to updating this guide, the secretariat has published a loose-leaf directory of residential accommodations for senior citizens.

Copies of this directory, which lists the size and amenities of each facility as well as application procedures and other pertinent information, have been made available to community information centres, hospital discharge planners, social service departments, health units and other appropriate agencies. Members of the Legislature have also received complimentary copies to assist them with constituent inquiries. While this directory should be extremely helpful to those seeking accommodation, I hasten to point out that it is by no means a substitute for careful investigation by seniors and their families of prospective residences.

Another of the secretariat's activities has been to promote active participation in the community by seniors. To this end, we co-funded two very interesting films during the past year, *All of Our Lives*, which premiered in the St. Lawrence Centre in February, and *TVOntario's Vista series production, Don't Play Dead*.

A variety of research studies are also being funded by the secretariat. For example, a grant of \$18,000 was recently given to the University of Toronto's department of gerontology to examine the lives of older women in rural areas of Northumberland, while an earlier grant assisted in the completion and publication of a profile of seniors in London and Middlesex county. The latter study by the coalition of seniors was somewhat unique in that every major agency, including the seniors' club, was involved.

We anticipate in the months ahead the data generated by these and other research studies will lead to the production of some very interesting and useful census profiles of Ontario seniors.

Another useful vehicle for conveying valuable information to and about this client group is the advisory council's quarterly newsletter, *Especially for Seniors*. With a circulation of 820,000, it now ranks as one of the largest in Canada.

Several provincial ministries have been extremely helpful in providing up-to-date information for this newsletter. With the co-operation of the advisory council, we were able to include in the issue of August 1983 a complete summary of new and revised information from the guide for seniors and to supplement the spring edition with information about various government programs and services for seniors.

Another activity that deserves mention is Senior Citizens Month, which this year bears the theme, "We all have a lot to share." This year's celebrations, which I was privileged to open recently in Hamilton and in Thunder Bay, will be highlighted by the presentation of senior achievement awards. These new awards are designed to honour individuals who have made outstanding contributions to the quality of life in Ontario and will be presented by the Premier (Mr. Davis) at a special ceremony on June 20.

I would like to turn now to the secretariat for disabled persons, which over the past five years has contributed greatly to increasing our awareness of the abilities of disabled persons and our responsiveness to their needs.

In order to enhance further the secretariat's effectiveness, we have recently appointed Ms. Jill Hutcheon, who has extensive experience as a senior policy analyst, to act as its co-ordinator and as our formal liaison with the Advisory Council on Disabled Persons. Under her leadership and with the continuing input of the advisory council, I am certain the policy and research capabilities of the secretariat will be considerably strengthened in the months ahead.

In the meantime, the secretariat is continuing to pursue a number of important initiatives. One such project involved a series of information-sharing sessions with provincial ministry officials. A wide range of issues, such as the provision of group homes in residential areas and the impact of recent amendments to the Ontario Human Rights Code, were discussed and analysed. Approximately 175 people attended these sessions and the response of participants was very positive.

Another recent project was to update and expand the guide to programs and services for disabled persons in Ontario. In co-operation with the Ministry of Transportation and Communications, we are also in the process of preparing an updated version of A Guide for Disabled Drivers.

This summer, for the third year in succession, a disability awareness display will also be travelling to communities across Ontario. The purpose of this display is to promote the abilities of disabled persons and to inform the public about programs that help to ensure the equality and participation of Ontario's disabled citizens in all aspects of community life.

In this connection, I think it is also important to note that the new Ontario budget contained significant news for disabled persons. Although I do not wish to imply that these are secretariat initiatives, they are worth mentioning here, since they will greatly facilitate our goal of ensuring that disabled citizens live full and active lives in their own communities. The first initiative, which will be administered by the Ministry of Revenue, relates to tax exemptions for home improvements.

The purpose of the disabled and seniors in the community program is twofold. It will help seniors and disabled persons to live independently in their own homes and encourage other property owners to make alterations or improvements to their property in order to provide residential accommodation for seniors or disabled persons who would otherwise be institutionalized. This will be achieved by exempting from property taxation the value of those alterations, improvements or additions undertaken as of May 16, 1984.

The attendant care program of the Ministry of Community and Social Services is also being expanded. A total of \$30 million will be spent over the next five years to almost double the number of people who benefit from the program and to enable 240 severely handicapped people to receive attendant care in their own homes.

Additional funding will also be provided through the Ministry of Transportation and Communications to help municipalities purchase special buses for physically handicapped persons. This was announced by my colleague the Minister of Transportation and Communications (Mr. Snow) on June 8.

4 p.m.

Although these and other initiatives demonstrate government leadership and commitment, each of us as individuals must heighten our awareness and intensify our efforts to improve

the lives of physically disabled and otherwise disadvantaged people. This is why my secretariat's role in promoting and co-ordinating implementation of the provincial group homes policy is so important.

Members will recall that when my colleague the member for Scarborough East (Mrs. Birch) appeared before this committee a year ago she made a number of important commitments in this area. I am pleased to report that each and every one of those commitments has now been met.

A provincial group homes resource manual, which we believe to be the most comprehensive document of its kind produced by any jurisdiction, was completed and distributed to more than 2,000 recipients during the summer of 1983. The manual has been extremely well received by municipal officials and service providers alike, and we have subsequently filled orders for several hundred additional copies.

Two issues of a quarterly newsletter entitled Group Homes Exchange have also been published and a third is now in production. The purpose of this newsletter is to generate informed dialogue about community living options for disadvantaged people. Judging by the favourable comments we have received about it and its growing list of subscribers, our objective in publishing the newsletter is being met.

In her closing statement to this committee last year the member for Scarborough East also indicated that the secretariat and the city of Toronto were planning to cosponsor a pilot project aimed at encouraging and improving community dialogue during the establishment of group homes. A six-month-long series of workshops for service providers and community leaders has just been concluded. While this project is still being evaluated as a possible model for similar endeavours in other communities, preliminary indications are that it was a complete success.

Toronto was also the site this year of a very significant event in the evolution of group homes. After Metro council failed to reach a total consensus concerning a Metro-wide group homes policy, the area municipalities and other concerned parties were given the opportunity for a full public debate on the issue before the Ontario Municipal Board.

My secretariat took a very active role in this hearing by retaining outside legal counsel to represent the provincial interest and by participating in the hearing as one of the many supporters of the proposed policy. Co-ordinating the preparation of provincial evidence for this

lengthy hearing was a major undertaking for our staff, but we believe the effort was extremely worth while.

If the proposed Metro policy is approved, we will have moved an important step closer to the day when group homes are an accepted part of the fabric of every Ontario community. We will also have confirmed our belief that the provincial policy of encouragement rather than enforcement can and will continue to bring about the desired results.

With more than 1,200 group homes now in operation throughout Ontario, the list of major municipalities that have responded positively to the provincial policy is continuing to grow. The cities of Mississauga, Waterloo, Kitchener and Sault Ste. Marie, among others, have all enacted appropriate bylaws during the past year and a number of other communities, such as Oshawa, now appear to be moving in that direction.

Before leaving this area I would like to make one final comment. I would be remiss if in discussing the topic of group homes I failed to applaud certain members of this committee and of the Legislature in general for their continuing and courageous support of the government's group homes policy.

I believe the emergency debate that was held in the Legislature on April 16 of this year provided ample evidence that all parties and the vast majority of members are committed to the notion that disadvantaged people have the right to live in the community on the same basis as any other citizen and that all municipalities have an obligation to make this possible.

In the year ahead the government will continue to do all it can to educate elected officials and the public at large about the therapeutic, humanitarian and economic benefits of community living options for disadvantaged persons. With your help and your continuing support I am certain we will be successful in attaining our goal of fair and widespread distribution of these much-needed facilities.

At this point in my remarks I would like to turn to another segment of our society that has very special and pressing needs. I refer to one of our most valuable resources, the youth of Ontario.

In his recent budget, the Treasurer (Mr. Grossman) announced that \$450 million would be made available for a new Ontario youth opportunities program as part of our government's continuing commitment to the training and employment of young people.

The initiatives contained in this comprehensive youth employment package are premised on

the assumption that young people have a variety of needs which can only be met through total community involvement. The programs currently administered by our youth secretariat support and complement this approach.

The winter Experience program, for example, was initiated in 1982 as a means of helping young people acquire on-the-job experience. Designed and operated by my secretariat, this program created 1,930 jobs throughout the province during its first year of operation and an additional 2,124 jobs during 1983-84.

The major objective of the winter Experience program is to provide up to 20 weeks of employment for young people who have special difficulties in finding a job because of lack of experience, limited formal education or mental or physical disabilities.

In spite of such problems, winter Experience participants have proven their worth while working in business and industry as well as on farms and with community service organizations.

During 1983-84, winter Experience projects were sponsored through 23 ministries and 28 youth employment counselling centres, which have been particularly effective in placing clients with private businesses and community organizations.

One measure of the success of this program, in addition to the self-esteem and confidence it instills in young people, is the reaction of employers. In northwestern Ontario, for example, where approximately 200 young men and women were placed this year, community service organizations, conservation authorities and private businessmen were universal in their praise of both their employees and the program.

Winter Experience, which formally ended its second year of operation on March 31, 1984, is now being evaluated. Those results will help us determine which elements of the program will be included in the initiatives recently announced by the Treasurer.

It has already been determined, however, that one component of winter Experience, which provides community work experience through projects sponsored by service organizations, ministries and municipalities, will comprise part of the new Ontario Youth Corps program.

It has also been decided that the program component operated through our youth employment counselling centres will be integrated into the youth work opportunities program as a means of providing jobs in the private sector.

It is also worth noting that the allocation for winter Experience contained in my secretariat's estimates will be further supplemented by resources made available through the Board of Industrial Leadership and Development.

As I have already indicated, many young people between the ages of 15 and 24 experience substantial difficulty in finding or keeping jobs because of limited work experience or training, a lack of job search skills or insufficient education. These are the people our youth employment counselling centres are designed to help.

The secretariat already provides financial support for 33 such centres across Ontario. These nonprofit, community-based organizations provide employment counselling, job search skills, job placement services and follow-up advice to young people.

Because of the effectiveness of these centres, more and more communities are coming forward with requests for funding. As indicated in the Treasurer's budget, funding for the centres will become permanent and the number of such facilities is expected to increase from 33 to 100 over the next two years, with new centres being established primarily in smaller communities.

The existing centres have already served approximately 30,000 clients, 70 per cent of whom have either found employment, returned to school or been referred to an appropriate agency or training program.

These results are extremely encouraging in the light of current economic difficulties and reflect well on the effectiveness of the partnership that has been developed between government, service clubs, business, community colleges and citizens' groups.

4:10 p.m.

In addition to providing operational funding, my secretariat acts as a resource to the employment counselling centres. Last November, the youth secretariat hosted a three-day professional development workshop that dealt with fund-raising, marketing to employers, group employment counselling and specialized counselling for women. Because of its success, a similar workshop is being planned for this fall.

Last year, in conjunction with the Ministry of Colleges and Universities, the youth secretariat also produced an Ontario Youth Employment Counselling Centre guide and Ontario Career Action Program Counselling guide. This publication, which is a valuable orientation package for new counsellors and a resource guide for existing staff, has been extremely well received by

professionals working with employment-disadvantaged youth.

In recognition of the need for co-operative and comprehensive services to young people in Metropolitan Toronto, the youth secretariat and other levels of government also held a training session in April 1984 for youth employment counsellors, outreach workers and federal youth specialists. The objective of this session was to outline the variety of services available in Metro and to encourage communication and resource co-ordination among those dealing with young people.

As part of its professional development orientation, the youth secretariat also produced a series of manuals designed to give agencies that operate youth employment counselling centres some sound advice on raising revenues from local sources, increasing community recognition of their work through media exposure and enhancing their administrative skills and efficiency.

We are extremely proud of the work these community based agencies are doing across the province, and I will be pleased to arrange for members of this committee to observe them in action if they have not already done so on their own.

Another major initiative of the youth secretariat is the summer Experience program, which is destined to become part of the Ontario youth work opportunities subsidy program.

Since 1973, the summer Experience program, which assumed greater importance as the recession began to affect the availability of private sector employment opportunities, has provided more than 100,000 jobs at a total cost of \$140 million. This summer, 125 ministry-sponsored projects will employ an additional 9,200 young people at a cost of slightly more than \$13 million.

The main objective of the summer Experience program is to provide young people with work experience and a chance to improve their skills. Equally important, however, are the benefits that accrue to communities, since more than 50 per cent of the available positions are offered through local organizations, groups and individuals.

In recent years, participants have taken part in community renewal projects, conducted scientific research, worked with local police forces, helped handicapped children, assisted farmers during peak periods and provided library services to the elderly and incapacitated.

This year, summer Experience participants will also be helping to celebrate Ontario's bicentennial through special information pro-

grams, a travelling music caravan and heritage conservation projects.

Thirty-five young people will also be hired by the Metropolitan Toronto Police. Under the guidance of the Ontario Human Rights Commission, they will help to improve communications between youth and senior citizens. In addition to fulfilling this objective, the project will provide an excellent opportunity for inner-city youth to gain a positive understanding and appreciation of police services in the community.

Two additional summer projects I wish to mention are a program of the Ministry of Community and Social Services that will provide employment to physically handicapped young people and the Vial of Life project, which will be launched in Ottawa. The latter project is designed to provide medical personnel with life-saving information in the event of an emergency involving elderly people or those with chronic health problems. Kits containing these data will be distributed throughout the summer by a team of 35 young people.

There has always been a high rate of participant satisfaction with the summer Experience program because it has been constantly refined and improved. A special effort has also been made to encourage the development of projects that will assist young people who face special barriers to employment.

One such initiative, which is sponsored by the Ministry of Labour, is known as the downtowners project. It offers participants life skills counselling in addition to valuable work experience and was originally developed to place young people from the downtown core of Toronto in jobs with local business and community organizations. It has since been expanded to areas of North York and Scarborough and, for the first time this year, will also operate in Windsor.

The student venture capital program is another highly successful component of the summer Experience program. Student venture capital offers students the opportunity to create jobs for themselves and others by starting their own businesses. Interest-free loans of up to \$2,000 are provided for this purpose.

To further encourage young people to start new businesses, a new year-round venture capital incentive, which will provide interest-free loans of up to \$5,000, has been added this year as part of Ontario's new budget initiatives.

The existing summer program, which operates between April and October, is administered by the youth secretariat in co-operation with the

Royal Bank of Canada and local chambers of commerce or boards of trade. These organizations have contributed greatly to the success of the program. Their role is to review applications and give small business advice to students. The Royal Bank has also provided significant support and co-operation in helping to arrange loans.

The number of businesses started each year has increased from 151 in 1981 to 876 in 1983. During the same period, the value of loans has risen from \$141,000 to \$1,553,000. Even with a higher value of loans and the substantial increase in the number of businesses, about 87 per cent of last year's loans have been repaid. This is an enviable record and a credit to both the students and the program sponsors.

The ingenuity of these young entrepreneurs has also impressed me. Last year, two students started a window-washing business. This year, one of the partners is again operating the business and, on the basis of last year's success, is projecting an income of \$15,000. A painting business also started in Toronto last year has shown a similar growth pattern and expects to hire 20 students this summer.

The student venture capital program is an excellent example of what can be accomplished when government and the private sector work together, and we can be proud that Ontario has led the way in developing this type of program.

If imitation is the sincerest form of flattery, we have already been complimented, since the concept has now been adopted by British Columbia, Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland. Quebec and Alberta have also expressed an interest in launching similar programs.

Despite the success of such programs, we realize that to get jobs in the future, students will need to be better informed about career choices than ever before. This is one of the reasons we promote an annual Career Week in schools throughout Ontario.

The kits we distribute each year are filled with ideas to help elementary and secondary schools develop a schedule of career-related activities ranging from tours of local industries to counselling sessions conducted by area businessmen.

This year, we are again contacting key business leaders in communities throughout Ontario and encouraging them to increase their support and involvement in Career Week.

In a related initiative, the youth secretariat has re-issued two publications for young people who are seeking employment. The Edge, first published in 1980, provides advice on how to find a

job or make the most of one. One indicator of the success of this booklet is that the demand for it frequently exceeds our ability to supply it, even though 580,000 English-language and 38,000 French-language copies have already been distributed.

4:20 p.m.

Members of the committee may also be aware of the publication entitled "And Finally I Did Get a Job." This booklet has been widely distributed to vocational schools, community and social services offices and youth employment centres throughout Ontario. When we first planned this publication, it was anticipated that 45,000 English-language and 15,000 French-language copies would be adequate for a full year. But we are now in a position, just five months after completing our initial distribution, of having to order a fresh supply.

Before concluding my remarks, I would like to talk for just a few moments about government participation in Ontario's bicentennial celebrations. Although my secretariat's estimates include funds for a variety of bicentennial initiatives, responsibility for promoting and co-ordinating the various events taking place throughout Ontario is in the capable hands of my colleague the member for Scarborough East (Mrs. Birch), the former provincial secretary.

As a result of her encouragement and the work of the bicentennial committee, Ontario communities have responded positively and enthusiastically through celebrations that began in January with welcoming levees and the raising of bicentennial flags. Since then, all of us have seen or taken part in scores of interesting, ingenious and historically valuable functions all across the province. The provincial ministries also have shown an eagerness to participate and have planned more than 180 special projects.

A major highlight of the celebrations will be the visit of Her Majesty the Queen and His Royal Highness the Duke of Edinburgh. The royal couple will arrive in Ottawa on July 16 and tour eastern Ontario centres-

Mr. Chairman: We hope. It depends on John Turner—one man.

Hon. Mr. Dean: It must be awesome to have that authority. Assuming they arrive at that time then, Mr. Chairman, they plan to tour eastern Ontario centres where the founding loyalists landed 200 years ago. They will also take part in Toronto's sesquicentennial event and officially open the new Science North pavilion in Sudbury. On July 19, they will be officially welcomed here at Queen's Park.

My secretariat's own special contribution to the bicentennial is Partners: Looking Back Ontario. This initiative will encourage and allow students and senior citizens to work together towards a common goal: discovering Ontario's historic roots. Partners asks senior citizens to bring their wealth of knowledge into the classrooms of elementary schools and, by doing so, to share with young people the important events and traditions that have contributed to this province's rich heritage.

To assist seniors' organizations and schools with the development of programs and activities, the secretariat has produced a special guide which offers a variety of suggestions for Partners projects.

I believe this program is a great way for seniors and young people to share together in the celebration of Ontario's 200th birthday, because it provides a chance for both groups to review things learned in the past, to make new discoveries and to exchange views on life in general.

When the bicentennial celebrations have been completed, the vast majority of people in Ontario will have participated in one or more of the nearly 3,000 events that are being staged in more than 800 communities.

In addition to sparking interest in our heritage as a province and as a people, the bicentennial will also have a positive economic impact. Visits by people from outside the province are expected to increase by a minimum of five per cent this year, generating an additional \$325 million in tourist revenue.

Mr. McClellan: It has nothing to do with the Papal visit?

Hon. Mr. Dean: Who knows where the spirit moves. More important, however, the year will provide each of us with an opportunity to reflect on our past, our present and our aspirations for the future.

The Provincial Secretariat for Social Development, like the province, has changed considerably over the years. As we move through our second decade of existence, other changes may be required if we are to cope effectively with altered needs and circumstances. I, for one, welcome that challenge because the future, unlike the past, is amenable to our guidance.

With foresight, proper planning, and effective input from various sectors of society, I believe we can help to shape the kind of future that we and our fellow citizens want. Your constructive criticism is part and parcel of that process. With that in mind, I now invite your comments.

Mr. R. F. Johnston: The first thing is whether that tie is part of the new bicentennial colour scheme.

Hon. Mr. Dean: No. This is just a personal tie.

Mr. Chairman: Thank you, Minister. Ms. Copps, will you be commenting for the Liberal Party?

Ms. Copps: Yes. First of all, I would like to say that I am happy to be able to have the pounds of paper that make up the major contribution of the secretariat's commitment to social policy. I understand from the minister's statement that there is a tremendous emphasis on the literature that is published and sent across Ontario.

I would like to start off by raising a few questions with respect to this particular informational pamphlet. Can the minister, in following up his opening statement, tell this committee why the full spectrum of Ontario is not represented in the publicity that goes out on issues such as disabled persons, the elderly and others?

If I were a person who had never been in the province and who had an opportunity to go through these booklets to try to get a picture of what social policy is doing in Ontario, I would think we were basically only a white Anglo-Saxon society and we had no visible minorities or minorities from a number of ethnic groups. The focus of these pamphlets does not express the multicultural nature of Ontario, such as I believe exists and certainly as others who are involved in the social policy field recognize does exist.

Likewise, I would like to get from the minister some indication of what commitment his ministry has made with respect to advisory council appointments of visible minorities. Allegedly, this government has a commitment in this area; we would like to see how that is being carried out. I would like to find out, if the minister can tell me, how many representatives in the various boards and agencies that fall within his jurisdiction include representatives of the visible minorities and how this record compares with the record of his predecessor in that area.

I think it is important not only that we preach that we support the multicultural nature of Ontario, but also that it becomes clear in government publications and other documents that we are not only representing the views of the United Empire Loyalists who settled in this country originally but also those of the thousands and millions of others who have made a contribution in developing this province. That is an area that the minister and government,

particularly in the area of the bicentennial celebrations, has drastically neglected.

I also would like to take a moment to discuss the \$11.5 million that has been allocated in social policy. From the point of view of one who has been involved as the Health critic and certainly from my discussions with the critics involved in the other areas of social policy, I can say that \$11.5 million is a pittance in relation to the work that has to be done in the social policy field across Ontario.

I would like to point out some areas where this money is not going and where the government and the minister should be applying more political pressure. One particular area is the whole issue of prosthetic and orthotic devices. From his own statement here today, as well as from the statements by the Minister of Health (Mr. Norton), the minister will know that the Ministry of Health had a surplus of between \$6 million and \$10—depending upon which figure one is quoting—in a budget that had been set aside for prosthetic and orthotic devices for young people.

The minister made an earlier promise that if the program were successful and if it were being developed properly across Ontario with respect to young people, he would look at extending the program; instead of that, the response of the government has been to reduce that program's budget. It seems to me the Provincial Secretary for Social Development has a responsibility within the context of cabinet decision-making to ensure that when moneys have been set aside for prosthetic and orthotic devices, for example, those moneys are used.

4:30 p.m.

In the course of his comments, the minister suggested his government was going to be expanding assistance to people who want to live on their own and who need the assistance of an aide or a helper. While we have been pressing for many years for a bill to be brought in to ensure that this kind of assistance is made available to individuals, rather than the attendant care program continuing on the current ad hoc basis. We do not see any evidence of a government commitment to legislation in this area.

Furthermore, the minister knows that in cases I recently raised from the Hamilton area, individuals are sitting in very expensive hospital beds at a cost of \$200 to \$300 a day and are not able to get out and be productive simply because they do not have access to prosthetic and orthotic devices and to simple necessities like wheelchairs.

Your government and social policy people are unable to convince the Ministry of Health that the responsibility for assistive devices does not fall within the welfare assistance package of the municipalities; rather, it is a right. If it cannot be enjoyed by all Ontarians, as we certainly believe it should, then it should be extended to include other members of society, such as senior citizens and young quadriplegics and paraplegics who might otherwise be employable, but are institutionalized instead because they do not have the funding necessary, not only for the home improvements the ministry has cited, but for basic necessities such as an electric wheelchair or bed.

As long as the minister has so little clout in cabinet that he is unable even to ensure that the \$10 million or \$14 million originally allocated some two years ago for assistive devices remains within the budget, then I think we need not discuss the number of wonderful pamphlets we can send out as guides to programs and services for disabled persons in Ontario, because they are frankly not worth the paper they are written on.

I notice the minister makes a commitment to assist municipalities in buying buses for disabled persons. Again, we see a program that has been consistently underfunded by the government to the point where many people who are involved with organizations such as the disabled and aged regional transit system, Wheel-Trans and local transportation facilities for the disabled across Ontario have, in many cases, given up on having any kind of universally accessible transportation. The system is barely adequate to service the needs of getting the disabled to and from work, never mind allowing them the luxury of going out on the weekend or spending some evenings out of the house. The services simply are not accessible.

I would like to take some time to run through some of the areas the minister has discussed in his estimates. He talked about the broadest possible spectrum of information and advice as a basis for our decision-making. Can the minister enlighten the committee on the role his parliamentary assistant is playing and whether reports that he has been excluded from meetings to discuss policies of the Social Development secretariat are correct? If they are, why is he being paid for extra responsibilities which apparently he is not carrying out?

If the minister has a parliamentary assistant who is not allowed to attend meetings, and in light of the fact that the minister has suggested he needs the broadest possible spectrum of informa-

tion, it seems to me that the widest range of decision-making is not being enacted. In that regard, I would like him to outline just what kind of input the parliamentary assistant has in the long-term planning for the secretariat's policy division, among others.

Again, with respect to the seniors' secretariat, can the minister outline for us whether it is paying for the hiring of a resource person to spread the good news about seniors in Ontario, as I understand to be the case, according to press reports. I believe the person who has been employed was recently interviewed on the Canadian Broadcasting Corp. to tell all and sundry across Ontario that the seniors in our province are doing very well and that they have lots of money to travel, not only across Ontario but across the country.

I wonder if this person representing the ministry and government with respect to Seniors Citizens' Month in Ontario does, in fact, represent the views of this government. Does he feel that for the person in question to suggest that seniors across Ontario are living in the lap of luxury is, indeed, the position taken by this ministry? Or is it merely a position that was articulated on CBC Metro Morning by this individual who was hired by your government and, I believe, by your ministry to tell the people of Ontario how important seniors are in the province and presumably to provide access to information about aging, etc.?

If he was speaking for your ministry when he said that seniors are travelling around, have lots of money to spend and are doing very well in Ontario, I wonder how that particular perspective jives with the economic reality many seniors face. Most are women, most are living below the poverty line and most do not have the resources to spend time travelling either across the province or country. In many cases, if they are not lucky enough to have access to some other services that may or may not be available, they simply do not have the money to put adequate, nutritious meals on the table.

I am very happy to see that in this regard the minister and the secretariat have published a loose-leaf directory of residential accommodations for senior citizens. When we talk about spending priorities, it seems to me that the priority of your ministry, at least from the points you have made today, shows it is a paper ministry. It is not a ministry that has any affect on social policy in terms of where government dollars are going; it is a ministry that shuffles paper and tells people, "We have a guide to

residential accommodations for senior citizens across Ontario."

That is terrific but when we have limited resources, as you have suggested within the context of your own policy, then that residential directory would far better be replaced by some actual funding assistance for seniors who are living in downtown Toronto and paying rent that in many cases equals 50 to 75 per cent of their monthly allotment, both through the guaranteed annual income system and guaranteed income supplement. That money would be much better spent in trying to provide housing subsidies or accommodation subsidies for those seniors, rather than providing a loose-leaf directory of residential accommodations, which presumably duplicates the services that most communities provide in the context of their community information services.

I can tell the people in my own community quite easily where the residential accommodations for seniors are available. I do not need a directory from the province to give me information about what may be available in eastern Ontario or in northern Ontario. That information would much better be developed on a regional basis.

Frankly, I think it is a question of where the government's priorities should lie. I get the impression that the secretariat is a giant public relations exercise churning out information and pamphlets on programs which are doing nothing truly to affect the living conditions and the quality of life of our seniors and disabled and others who should be assisted under the social policy umbrella.

You talk about the fact that a grant of \$18,000 was recently given to the University of Toronto's department of gerontology to examine the lives of older women in the rural areas of Northumberland and that an earlier grant assisted in the completion and publication of a profile of seniors in the London and Middlesex community. The profiles are important, but when we have a provincial health budget which this year is going to consume \$7 billion of our budget dollars, and when we have a changing population pattern in Ontario which very clearly shows the government that it has to come up with some long-term responses to the fact of aging in our population, to suggest that the Social Development secretariat is going to be the granting facility for long-term policy development in the area of geriatrics is absolute nonsense.

4:40 p.m.

Under the umbrella of health policy in Ontario, there should be a forum for and access to funding which is going to assist not only in telling Northumberland what kind of profile its seniors have, but in making sure that information is utilized to affect health and social policy.

While the study itself may be fine, I would like to find out what happened to the profile of the seniors in London and Middlesex county. What did you find out? How was the information utilized? Is it going to have a serious impact on health and social policy in Ontario?

There is a very ad hoc and piecemeal approach by this government. I do not think the Social Development secretariat is the area to be looking at changing demographics unless you are going to have some direct input into where health care and community and social service care dollars are spent. It seems to me you are suggesting you do not have that much influence in deciding where budget dollars go, as you have stated in your own opening statement.

It is likewise with the advisory council's quarterly newsletter. Information gathering and information dispersion is a very important aspect of any government's responsibility, but I think that when it is the only aspect of the responsibilities on social policy, it is very frustrating for people across Ontario.

For example, I got a copy of the report by the Ontario Advisory Council on the Physically Handicapped, a copy of the guide to programs and services in Ontario for the handicapped. You talk, for example, about the Housing Development Act and about the building code. What you do not talk about is the fact that this government had an opportunity after the last provincial election to introduce a building code that would guarantee universal accessibility in all new buildings built across the province and it chose not to do that. It chose instead to reject what had been the recommendation of all parties before the election and to retreat to a position where accessibility will be guaranteed on an ad hoc and piecemeal basis.

When you are talking about the building code, perhaps you should tell the people of Ontario that it was this government and this ministry that did not have the political clout to go to the Ministry of Municipal Affairs and Housing and say to them that this code has to guarantee universal accessibility. Instead, it is going to be a piecemeal approach where, on an individualized basis, you are going to be building buildings in 1984, 1985 and 1986 that are not universally accessible.

I point to the ill-designed jail in my own community, the Hamilton-Wentworth Detention Centre, a provincial government, publicly funded building that cost millions of dollars but which is not universally accessible. The reason given to me when I dared to question that was, "Well, of course, people in wheelchairs would never have found themselves in a provincial detention facility."

Again, if you are talking about mainstreaming our disabled, the mainstreaming has to include all aspects of public life. To suggest that because a person is in a wheelchair, he somehow would be above ever having to be admitted to a provincial detention facility is simply not applicable.

I think it is an area where this secretariat should show some political muscle. If they are not prepared to do that, then they should not be billed as a superministry which has input into social policy, community and social services, health and other areas.

Likewise, you have a community disability awareness display travelling through communities across Ontario or an updated version of the guide for disabled drivers. We do not even have an effective public transportation system across Ontario for disabled people; yet you are using almost the bulk of your \$10 million or \$11 million budget to tell people through these various publications what a wonderful system we have and how the Ontario government is doing such a terrific job to ensure the equality and participation of Ontario's disabled citizens in all aspects of community life.

This at a time when, by your own admission, you will not even cover prosthetic devices and wheelchairs for young paraplegics who could be out contributing, paying taxes and getting integrated back into the community.

I would like to point out some concern I have with the statement you have made that you think it is important to note that the new Ontario budget contains significant news for disabled persons. You said: "Although I do not wish to imply that these are secretariat initiatives, they are worth mentioning here, since they will greatly facilitate our goal of ensuring that disabled citizens live full and active lives in their own communities."

With respect, I am not sure why the secretariat does not have any input into the budget process. If you are suggesting in this statement that the Treasurer is working in isolation, that you are not doing the lobbying and the promoting and that you are not ensuring disabled persons are adequately represented in the context of the

Ontario budget, then I think that is a terrible admission and a very destructive omission.

You should perhaps rethink the role of the secretariat in pulling together the various aspects of programs that are available across ministries and in making sure you are making your political views known to the minister so that when the time comes, if there are positive initiatives made, they will be instigated and promoted by the secretariat. I do not think the secretariat should sit back and say: "Thank you very much, Mr. Grossman, for your largess. We had nothing to do with this, but we would like to jump on the bandwagon."

Presumably it is the role of the secretariat to be the precursor of budget initiatives, to be the instigator, the prodder and the prickler, and to be the ministry vehicle to ensure that in the areas where gaps have been identified in ministry policy in the past—which was presumably the reason for setting up this supersecretariat—the gaps are being covered by making sure these initiatives are well promoted and well documented by your secretariat.

I would like to touch again for a few moments on the whole issue of the attendant care program. The minister will no doubt remember, having reviewed the estimates of his predecessor, his colleague the member for Scarborough East, that one of the key focuses of an improved attendant care program is government legislation to ensure there is uniform access to services and a uniform policy across the provinces. In fact, the government still refuses to act in this area and is still approaching the whole issue of attendant care on a ministerial order in council basis which does not respond to the desperate need, which will continue to grow, for an overall government policy.

Likewise, the Ministry of Transportation and Communications funding for special buses for physically handicapped persons leaves the responsibility to municipalities without guaranteeing that there will be some kind of province-wide transportation network for the disabled across Ontario.

I think this government also has an obligation to show leadership in the area of group homes. While I can appreciate the minister's information package to municipalities, I disagree with his stated objective of not being prepared to bring in a province-wide policy.

What we see happening on a local and intercommunity basis at the moment is that with each new application, depending upon its origin and what kind of group it is destined to serve,

communities rise up in divisiveness. There is a tremendous amount of discord. As was mentioned in last year's estimates, if the minister and the government had the political courage to state that there would be a province-wide, uniform approach to group homes across Ontario, then presumably the kind of divisiveness we have seen in Toronto in the last few months, and certainly in some of the boroughs, and the inability of local councils and regional councils to come to grips with this problem, would be things of the past.

I happen to believe that the majority of people, including people in whose neighbourhood a group home is going to be built, once they have an understanding and appreciation of what is involved, will endorse and support a group home. Because of the rather ad hoc, individual approach that is currently allowed by the government, because of its inability to bring in province-wide legislation, when a particular group home is approved or encouraged in any community, people often move ahead with very little information and form groups that lobby against a group home without having any kind of understanding of what it means.

4:50 p.m.

In that regard, I would like to touch for a moment on another difficulty that seems to be emerging in relation to group homes, which is the concern that there somehow be a distinction between group homes for what we know as developmentally handicapped or retarded children, for example, and group homes that are needed for halfway houses or for secure facilities for youngsters or adults.

There are a number of people across Ontario who will say, "Fine, I can see a group home in my neighbourhood for a developmentally handicapped person, but keep those 'criminals' away from me."

In my own riding I have a group home, a halfway house for people who have been released from federal penitentiaries. In the three years that I have been a member of the Legislature, and in the four years prior to that when I worked for a member of the Legislature, I never received a complaint about any kinds of difficulties surrounding that group home.

It is hypocritical for all of us in society to say we will take this group but we will not allow that group home to come into the neighbourhood. In the area of group homes, we have to come to a province-wide recognition that we all have a shared responsibility to live together as a community. Once a decision is made, either by

the federal or provincial jurisdiction, to allow out someone who has committed a crime in the past, who has served time for the crime and is trying to integrate into the community, for us to say, on an individual or province-wide basis, that we do not want that person in our neighbourhood, is not the kind of response this government would endorse, nor is it the kind of response this party would endorse.

We need some comprehensive, province-wide legislation to deal with the issue of group homes once and for all. No doubt we will suffer some short-term political pains. I am sure, however, that when the Premier reaches into the inner recesses of his conscience—as he did on the separate school issue some 13 years too late—he will realize that the demographics and the ability of Ontario to absorb, to encourage and to foster community living by people of all races, creeds, political stripes, and indeed people who in the past have had difficulties with the law and otherwise, is far greater and far more generous than this government gives credit.

We could begin solving the divisiveness that currently exists on a community-by-community basis because this government does not have the courage to bring in province-wide legislation in that regard. I do not think distributing pamphlets and information packages on how to go about promoting group homes in your own community will assuage the negative response that you have in the short term, based on the fact that Ontario has not come to grips with the whole issue of group homes across Ontario.

While this ministry is prepared to go and fight for that kind of evolution or that kind of position before the Ontario Municipal Board, this government has not had the courage to bring in legislation that would end this problem once and for all and would result in a long-term gain for all social policy providers across Ontario. I wonder if the minister, in responding to our opening statements, can bring us up to date on what initiatives he has taken, in the context of his social policy field, to encourage the government to bring in legislation which would deal with group homes on a province-wide basis.

Mr. Wiseman: Sheila, on group homes, are you saying that you would overrule the people in the community, that they would not have anything to say, and that the government would just come in and say a group home is going to come into this community? Would you not give them an opportunity to say whether they want it, if it were placed in a different zone?

Ms. Copps: It is not simply a question of individual community zoning. The question is whether as a society we have the right to say, "You are not going to live in my neighbourhood." If you look upon it as an individualized, community choice, you are going to be endorsing the kind of position that, many years ago, allowed government and municipalities to keep blacks out of their neighbourhoods in the southern United States.

I do not think any municipal council, or any government, has the right to say, for example, "We will allow developmentally handicapped to live in our province, but we will not allow people who are trying to rehabilitate out of the penitentiary system."

Mr. Wiseman: Do not the people who live there, and have lived there before the start of a group home or whatever, also have rights?

Ms. Copps: When somebody moves in next door to me, as a private citizen living in a home, I am not required by law to give the Good Housekeeping seal of approval to my neighbour.

Mr. Wiseman: That is a little different.

Ms. Copps: I do not see the difference. What you are talking about is a home for a group, which may be the developmentally handicapped, or young offenders who have moved out of a secure facility. As long as that group abides by the zoning bylaws with respect to the number of people in a house, etc., and if you are not moving from a residential to an institutionalized zoning level, then I believe we could resolve the divisiveness that occurs because people say, "No, I do not want that person living next door to me."

We would solve that problem by bringing in province-wide legislation. I do not think it is fair that the city of Toronto, or the city of Hamilton, has a policy of inclusion, and a neighbouring municipality has one of exclusion.

With regard to integrating all members of society and community members, one of the things we are doing is forcing those people who may be residents in group homes to move into certain municipalities, to go only where they are "wanted." You are creating a kind of ghettoized situation that would not occur if this government had the political courage to take steps to ensure that all municipalities across Ontario had the same approach with respect to group homes.

I do not see that a municipal council, or a governmental body in particular, has the right to say, "These people are not wanted in our community." That kind of mentality should have gone out a long time ago, and the only way we

will be able to come to grips with it on a province-wide basis is if the government comes in with legislation.

I mentioned that I see some short-term political pain, and I am sure there will be those among us who will believe that this is not the proper political route to follow. It is my contention that, coming as we do from a number of different backgrounds, developing a kind of multicultural, multilingual community base, the majority of Ontarians are mature enough to recognize that everybody has the right to live in any community across the province, and that the days are gone when we could have said: "I do not want Jews, blacks or people coming out of the penitentiary living in my neighbourhood."

As far as I am concerned, the principle of exclusion that is involved there is an absolute travesty. I think you would agree with me, Doug, that for a municipal council to have the right to say that they do not want retarded children living in group homes in their neighbourhoods is abominable, and not acceptable. That is why I believe, if the government would come in with province-wide legislation, we would be able to deal with the issue on a one-time basis.

The short-term political pain that may occur in certain instances is going to give way to a greater understanding. This is why I pointed out the conversion of the Premier with respect to full funding for separate schools. It amazes me that the conscience can speak so clearly and so differently on two different occasions. Thirteen years ago his conscience bade him to say he would never allow separate school funding. His conscience now bids him to say it has to be allowed and has to be included as a full right for the citizens of Ontario. Had the Premier had the guts to say that, instead of using it as a cheap, sleazy political issue in 1971—

Mr. Chairman: Do you think there is a relevant relationship between provincial education and group homes in municipalities?

Ms. Copps: Of course I do.

5 p.m.

Mr. Shymko: She knows the reality. She is using the platform to express her frustration at an excellent announcement, coming at the right time. It just pulled the carpet out from under her feet.

Ms. Copps: I am using the platform to express my frustration that the Premier could say, with a totally straight face, that he is going on the basis of his conscience.

Mr. Chairman: This would appear to be irrelevant, anyway.

Mr. Shymko: Absolutely.

Ms. Copps: He has the platform constructed so that he can get a good camera angle on what is basically a pre-election announcement.

Notwithstanding all that, I would like to return to the main point. Just as the government had the opportunity in 1971 to show some political courage and take a step which at that time would have met with some objection in some quarters, but it chose not to—

Mr. Chairman: Why do you not use market value assessment or something, which is much more relevant to the point you are trying to make?

Mr. McClellan: Education policies are not relevant, then?

Mr. Chairman: It is not relevant to the point she is trying to make, no. One is a provincial matter and the other is a municipal matter.

Mr. McClellan: I did not think you would heckle from the chair, but you did.

Ms. Copps: I am getting political. I understand that I am a member of the Legislature, elected to make political decisions. I am sorry if I am getting political. What I am saying is that, just as the government had the power to do that in 1971, so the government of Ontario currently has the power.

The Tories are in a majority. They have the full mandate of the people to move forward and use their political collective will and courage to institute a province-wide group home policy, but they are not prepared to do that; they choose to continue to leave it as a local jurisdictional matter.

I hope, just as the Premier had his conversion of conscience on that issue last week, complete with a specially constructed stage so he could get a nice camera angle for his announcement, so this government and the Provincial Secretary for Social Development—

Mr. Wiseman: We have heard that three times now.

Mr. Shymko: Your profile is not bad either, Sheila. I watched you in Ottawa. You did very well with John Munro. You went with a loser, unfortunately. You should have stuck with John Turner, like your leader.

Ms. Copps: I think it is clear that, although I have deviated somewhat from the subject at hand, I hit a political nerve.

Interjections.

Mr. Chairman: Order.

Ms. Copps: The Provincial Secretary for Social Development must be a little frustrated at his lack of involvement in the policy process on issues such as group homes, when it is clear that this government is not run by the ministry that shapes the social policy but by the Premier, which again was clear when the announcement was made on the separate school issue.

The announcement was made just three days after the Minister of Education (Miss Stephenson) told the students in Ottawa that they had set back the cause of separate school funding by at least a year because this government would not touch the issue until the court challenge was dealt with. This was from the minister on Friday. The following Tuesday the Premier made an announcement, which I suggest left the minister and the government somewhat agog.

I understand the bishops of Ontario were consulted in advance, and I am happy about that, but I am very unhappy that the government and the minister do not have an involvement in the kind of social and educational policies that seem to be developed in a vacuum, without the contribution of the Provincial Secretary for Social Development, for example.

What I am suggesting is that perhaps the provincial secretary could use his political muscle to ensure that this change in philosophy, which apparently is preceding the next election, could also encompass the very difficult issue of group homes across Ontario.

Mr. Wiseman: Are we back on that again?

Mr. Shymko: You are very vivacious, Sheila; I give you credit.

Ms. Copps: Could you get me a coffee, please? I would like to go on.

Mr. Shymko: Any time. Would you like some sugar with this?

Ms. Copps: No, just black.

Mr. Chairman: This is irrelevant.

Ms. Copps: I have many other areas to touch on, and I am being very relevant because presumably the issue of group homes and the effect the Provincial Secretary for Social Development can have on that kind of province-wide legislation is very analogous to the absolute lack of influence the Minister of Education had on the Premier in developing his announcement.

I am sure the minister will have a chance not only to review my comments of today but also to look at the comments of his predecessor when we discussed this issue in the Social Development estimates in the last Ontario budget.

Mr. Shymko: Cream, Sheila?

Ms. Copps: No, thank you, just black.

I do appreciate the minister's applause to members of this committee and the Legislature, and I am sure all of us will accept that in the gracious consideration in which it was extended.

I would like to comment for a few moments on the government's stated policy here to educate elected officials and the public at large about the therapeutic, humanitarian, economic benefits of community living options for disadvantaged persons.

It is ironic that the lead minister for community living options is the Provincial Secretary for Social Development (Mr. Dean). I do not think it is necessary for the government to educate elected officials and the public at large. The public is educated; the public is crying out for community living options.

I had an opportunity some weeks ago to attend a conference sponsored by the Clarke Institute dealing with exactly the issue of community living options. Frankly, the government and the minister should practise what they preach and bring in some financial commitment when they talk about educating people. It goes far beyond that.

It is clear, for example, if we look at the buck-passing that goes on between the Ministry of Health and the Ministry of Community and Social Services in the whole area of community living options, that this minister, the superminister, the lead minister has not been sufficiently strong to try to bring some cohesive community living option alternatives into the social policy package of Ontario.

I do not think it is going to assist the situation if we run lectures for local municipal officials on how we can better respond to therapeutic, humanitarian and economic benefits of community living options. What we need, in fact, are some provincial initiatives to ensure that those options are available. I will cite again for the minister a typical example of the kind of frustration that is felt by the public at large about this government's inability to respond to community living options.

There are two situations for social policy change, both of which presumably fall under the secretariat's umbrella, one of which I know is very dear to the heart of the member for Burlington South (Mr. Kerr) because he has toured one of these facilities, and that is the Mohawk Community Health Centre clinic in Burlington.

The minister and the government say we need to educate the public about the need for community living options. In the Mohawk facility we have a perfect example of a community living option, in that it deals with 120 individuals, many of whom would be institutionalized if they were not able to have access to this facility on a one-, two- or three-days-a-week basis.

The Joseph Brant Hospital identified a need and went ahead to meet that need without ministerial approval. By the admission of the Minister of Health (Mr. Norton), the program is working. By the letter writing of the member for Burlington South, the program is a smashing success. However, because the government claims the Joseph Brant Hospital did not get its approval, even though it is now a proven success, the minister's and the government's response is to say: "We encourage the Joseph Brant people to come up with funding; we cannot. The program, in fact, will close as of August 1. If you can hang in beyond then, we may come up with funding in the next fiscal year."

To be fair, I think the member for Burlington South has done a tremendous job, trying to pressure the minister into responding. Unfortunately, the minister has not responded and the member has actually been forced to suggest, if he could get them to agree to this, that he has a solution to this problem: that all doctors in Burlington should work at this clinic for free.

5:10 p.m.

This is a creative suggestion and a creative solution. I wonder, however, if he has vetted this solution with the Ontario Medical Association and with the physicians from his community, many of whom, as I understand it, in the previous fee-for-service negotiations were able to extract, from the Minister of Health, sympathy about the fact that they were not being paid enough. Depending on their specialty, \$85,000, \$90,000 or \$100,000 was not enough for the services rendered.

I wonder what magical formula the member for Burlington South has for encouraging the physicians of Burlington to rise en masse and say they want to save this program and in order to do that they will be prepared to work for free to keep the Mohawk Community Health Centre open. Frankly, I suggest the physicians in Burlington are not going to work for free to save the program.

What we need are not piecemeal solutions, however creative, to what are long-term problems on the issue of community living options.

The government continues to espouse this kind of rhetoric saying that we need to educate the public. The public does not need education; the public is crying out for community-based options.

It is the government of this province that is taking the hindsight approach. It is somehow better to allow this program to close as of August 1, in order to show that the Joseph Brant Hospital proceeded without the minister's authority and he is the boss in this province. How dare they bring in a program which is a smashing success, which keeps 120 people out of institutions at a cost of less than half the chronic care rate in the Burlington hospital?

In order to show the Joseph Brant Hospital board that they dare not go ahead without government approval to seek community-based living options, the minister is going to allow this program to fold and he is going to ensure, by the very closure of that program, that we can swell our institutional budget, because many of the people who are currently being served by that program in the community are going to have to go into institutions.

I do not know whether the minister has had a chance to see it, but the member for Burlington South may have been aware of a video put out by the Mohawk Community Health Centre showing a young child who was able to remain in her home in her community as a result of the services she received at that centre. If the centre goes down the tube, that child will have to become a resident patient of a program at the Sick Children's Hospital in Toronto.

I am not sure what access the minister has had to the balance sheets of the cost of being an inpatient at the Sick Children's Hospital in Toronto and being an outpatient at the Mohawk Community Health Centre in Burlington, but it is penny wise and pound foolish to suggest that by closing this program we are somehow going to respond to the very concerns the minister has raised about community-based living.

With the political influence of the member for Burlington South, coupled with the concern of opposition members who have raised this issue repeatedly with the minister, I hope we can salvage this program. I would urge that the Provincial Secretary for Social Development add not only his secretariat's concern but also his provincial political concern. He is the current member for the Hamilton-Wentworth, and presumably Burlington, area, and he should have some personal interest in ensuring that this program does not close as of August 1.

In fact, he should be concerned that his stated rhetoric on educating the community about community-based living options is extended to include educating officials within his own ministry and also educating the Minister of Health about the importance of community-based living options which are not being currently made accessible.

In that regard, I would like to refer to another community-based program which again illustrates how these individuals fall between ministerial cracks and how the Provincial Secretary for Social Development has a special responsibility. If he is at the head of a superministry which is to co-ordinate a number of these areas, this minister has a special responsibility to ensure that the buck stops getting passed from Health to Community and Social Services in regard to community-based programs.

For example, a program was introduced in London on a voluntary basis. I know how the minister feels about volunteerism, how important it has been, how critical it has been to the development of past social policy in this province. The Alzheimer's Society of London has developed on its own, with the assistance of memorial funds that have been set up, a respite care program which is able to involve 16 Alzheimer's disease patients in the London area, with home visits from 18 volunteers across that community.

Furthermore, it has been operating with only one monthly budget item, and that is a salary for a co-ordinator to make sure the volunteers are in the right place at the right time. That salary is currently being paid at the rate of about \$1,300 a month, and when I was in London recently I had an opportunity of meeting with representatives of the society, who showed me their bank balance.

Their funds are received from people who either buy memberships at a very nominal rate or leave them a certain amount of money in wills. Their bank balance for the whole organization was somewhere in the neighbourhood of \$8,000. The \$1,300 that is being used to pay the one person who mobilizes 18 volunteers in the respite care program is obviously diminishing that bank balance on a monthly basis.

They are actually placed in the ridiculous situation of having to half hope somebody is going to die and leave them some money so that they can carry on the program. When they went to the Ministry of Health to see whether they could get any funding, they were told: "Sorry. These people are not professionals and we fund only professional-based medical model services,

so forget it. Try Community and Social Services."

They then went to Community and Social Services, which said, "This is a wonderful program, but unfortunately it is not within our budget allocations at this particular point."

The net result is that this program may collapse because the Ministry of Health refuses to recognize that in looking at community-based options they are going to have to extend their mandate beyond the whole medical model concept.

Conversely, the Ministry of Community and Social Services is unable to respond with some fiscal muscle to the community living options which are being developed on a spontaneous level. I would suggest, with respect, that the problem is not one of educating the public within the community. The problem lies within this government, within the Ministry of Health and the Ministry of Community and Social Services, who have not been able to come to grips with the jurisdictional problems involved in dealing with services for the chronic patient, elderly or otherwise.

Until this secretariat can have some influence in bringing those parties together, we are going to continue to see very able programs like the Alzheimer's disease program in London fail and flag simply because they do not have the resources to keep going.

I would suggest the difficulty is not with the community-based approach; it is with the government of Ontario. It has not yet come to grips with a community living policy that can ensure the volunteer sector is utilized to its maximum so that programs like the two I have just outlined can begin from the grass roots and can continue because of identified needs in the community, rather than having them all originate with the Ministry of Health or the Ministry of Community and Social Services.

In my correspondence and discussions with the minister on the Mohawk Community Health Centre, it became clear that the reason he was not prepared to fund at this time was because the program had not been approved by the Ministry of Health and it was a local community-based program that was begun by Joseph Brant Hospital; therefore the centre should reach into its own budget to carry on the program.

However, this practice of having everything grind to a halt while the Ministry of Health looks at two, three or four years' delay for approval of programs, does not respond to the crisis in community options that is currently being

experienced by people in many municipalities across Ontario, where the range of services is limited or negligible. In many cases, as I found in speaking with the personnel at the Mohawk program, for example, those community people were desperate for a program.

They identified a need, they went ahead with it, the program is a smash success, and now the ministry is saying, "Because you did not get our approval, you can be hung out to dry," and is allowing the program to collapse.

5:20 p.m.

What the ministry fails to recognize is that there is going to be an ultimate burden on institutions when the people who are withdrawn from this program end up having to go into institutions because they do not have options available.

In that regard, the situations in Burlington and London are not unique. I was recently contacted in my own community in Hamilton by the wife of a patient who has been serviced for seven years at a recreational program established through the Chedoke-McMaster Hospitals. This recreational program provided a stable environment for stroke victims or others to engage in recreation, socialization and community involvement one or two days a week at the Chedoke Hospital.

This constituent was the spouse of someone who had suffered a stroke which left him hemiplegic. She was literally in tears in my office because she had been advised that the program was going to be phased out since it was nontherapeutic in nature. In other words, it was a program which provided rest and recreation, but because the patients involved did not suffer deterioration of their condition and were in a stable medical condition, it could no longer be funded under the Ministry of Health guidelines, which are strictly tied to the medical model guidelines.

In subsequent investigation, I came to learn that there is absolutely no other program in the city of Hamilton that can accommodate these individuals.

What the Chedoke-McMaster Hospitals people are doing is attempting to develop a more medically modelled program based on providing assistance for the confused ambulatory and the confused elderly, who would have a need for a greater medical component in their care. The hospitals are being put in a situation where they are going to have to eliminate the other programs in order to accommodate the program which presumably is going to be able to provide assistance to patients who have greater medical

needs. When they have to play off one group against another in this kind of situation, it is totally unacceptable.

I was advised by the hospital's administration that the program is not going to be cut. It will attempt to ensure some kind of alternative arrangements if and when the new program is brought in. But it remains to be seen whether the Chedoke-McMaster Hospitals sector has the capacity to be able to continue funding this recreational-based program without a clear commitment from the Ministry of Health to move away from the strict medical model.

As long as it is tied into the concept that the Ministry of Health can assist only those patients who are in a deteriorating or chronic extended care condition, then we find these kinds of programs, that are a real boon to community-based living, are left to flounder and to search among various ministries to find their funding.

One role which could be played by the Provincial Secretary for Social Development would be to pull together the various funding mechanisms under one ministry. It would be our point of view that the Ministry of Health would be the best vehicle for that consolidation. I am sure there may be other views on that.

The difficulty I point to is that I think the secretariat has been set up to kind of pick up on areas where social policy is not being met by either the Ministry of Community and Social Services or the Ministry of Health. It is clear that in the area of community living options, the community people who are devising these grass-roots programs are being pushed from pillar to post when it comes to trying to get some ongoing government commitment of funding to ensure that they are allowed to carry on.

They are cost-effective. They can keep people out of institutions. It seems that if we are truly committed to community-based living, that is the direction we have to go in. The problem is not educating the people; it is educating the government to recognize that these community-based options are not only more humane and ensure a greater quality of life, but they are also the long-term solution to some of the demographic funding problems we are going to have in our health system.

How much time have we used so far?

Mr. Chairman: An hour and a half.

Ms. Copps: We have gone an hour and a half? We have three and a half hours left. Excuse me for one second.

Mr. Chairman: We have a total of four hours. We have gone about an hour and three quarters.

Mr. Shymko: Three hours for Sheila and one hour for Ross McClellan.

Hon. Mr. Dean: We expect something concentrated from Ross, like a laser beam.

Mr. Riddell: Carry on, you are doing a fine job.

Ms. Copps: I cannot get them going.

Mr. Riddell: What she is really trying to imply is it is time for a change. It will come. It will come. It will be great, a Liberal government in Ottawa under Turner and a Liberal government in Ontario under Peterson.

Mr. Kells: Ho, ho, ho.

Mr. Riddell: Is that not music to your ears?

Mr. Shymko: I hope I do not have to pick up the cost.

Ms. Copps: Mr. Chairman, I would like to spend a few moments referring to some of the secretariat's involvement in the whole area of youth unemployment. It seems to me that another issue with which the secretariat chose not to involve itself is the whole area of what kind of input your ministry and your secretariat has on educational policy, which can determine what kind of employment future many of our young people have.

It is fine to set up these 20-week work experience programs and these rather piecemeal responses to what is the national crisis in unemployment among young people, but when you are not able to dovetail your ministry's involvement with the policies developed by the ministries of Education and Colleges and Universities with respect to skills training and apprenticeship and the kinds of technological responses we need to be able to allow our young people to move into the employment stream, what you have is largely an exercise in public relations.

For example, I will refer to the brochure which has already been a subject of discussion in the Legislature but which I think really typifies in many respects the lack of involvement of this secretariat in developing long-term employment policies for the young people of Ontario.

How can this brochure assist the young people of Ontario in developing employment prospects when it is largely full of cartoons and a rather simplistic approach to the crisis that young people are facing in their desperation? I think actually the title probably says it all, "And Finally I Did Get a Job." "Finally" implies that the job was a long time in coming. For the average young person in Ontario—

Hon. Mr. Dean: Are you in the real world? Jobs are a long time in coming these days.

Ms. Copps: I understand they are a long time in coming. I have a young brother who has been a long time in trying to come up with a summer job. Believe me, I am quite aware of the employment situation. I get many young people in my office from Hamilton, Stoney Creek and other areas across our community who are desperately trying to get some answers.

I think the question that has to be asked is why is it that this ministry, according to your own analysis of your job effort, is not having any impact on the kind of long-term social and educational policy that would ensure that our young people do not have to wait one, two and three years before getting a job. In fact, many of them do not even show up in the employment statistics because they have been so disillusioned and disappointed with the system that they have resigned themselves to the unemployment and welfare rolls forever.

5:30 p.m.

What I see here in your own statement are no kinds of short-term and long-term objectives for job creation but merely a conglomerate of piecemeal programs which assists in providing 20-week or short-term employment initiatives but does not respond to the overall structural problem we have in the economy.

This means that the great majority of people who enter apprenticeships will never complete them, which means the average age of skilled workers in Ontario is over 50. We also have thousands of high technology jobs going begging, while we have literally hundreds of thousands of young people graduating from our educational institutions without the skills to fill those jobs.

That is not what I see coming from your social policy initiatives in the youth secretariat. What I see are very laudable projects: for example, the Vial of Life project, and the hiring of young people by the Metropolitan Toronto Police Force.

Summer Experience programs are terrific, but I think they have to be coupled with some kind of secretariat initiative to deal with the chronic and long-term lack of job prospects for young people. With respect, I do not think that sending out a pamphlet—which I think attempts to simplify and to put the onus on the student or young person for being unable to find a job—really addresses the basic problem.

Hon. Mr. Dean: I will get to that later.

Ms. Copps: I am sure you will, Minister, and perhaps I did miss the point, but I can tell you that literally hundreds of young people who have

been in my constituency office over the last couple of years have also missed your point.

Many of them have garnered the job skills, have exhausted all their resources, have travelled to hundreds of employers and have not found jobs, because the policies of your government have been such that they are graduating—or not graduating—even from secondary institutions, with the skills that are designed to meet the objectives of the 1980s.

In the most recent report, your own Ontario Manpower Commission is forecasting a tremendous surge in skilled workers. You are now afraid to release that report, even though it has been sitting on the government books since, I think, last year. I think the reason you do not want to do so is because the assessment of the job prospects of the people of Ontario, and how they are complemented by the education system, is a recipe for economic and job tragedy over the next few years.

I am sure it is probably clear in the new document of the Ontario Manpower Commission that the young people who are graduating or not graduating from our schools are not going to be able to fill thousands of skilled jobs because your government, and a ministry which falls under the responsibility of your colleague and for which you have the responsibility of a super minister, has totally refused to respond to the challenges of changing the education system, and has remained mired in an approach of the 1960s for the challenges of the 1980s.

In our party, we have tried to suggest some positive job creation alternatives, as well as some positive changes to the education system, which your government has continued to ignore. I think it is clear to any voter in Ontario that the source of the current status of the education system is the Premier of Ontario (Mr. Davis) himself.

It is clear your government has a vested interest in not attacking the dismal state of readiness of our young people, because it was the Premier of this province who, when he was Minister of Education, proceeded to decimate what had been previously a system that met the needs of the children of that era.

We have a system that does not respond to the needs of the 1980s and the response of your secretariat is to bring out some rather simplistic pamphlets which reduce the whole, complex problem to the level of a public-relations gesture. That does not assist young people in finding employment.

I guess I am not surprised that your ministry is mired in old stereotypes. Look at your own

statement, on page 26, where you are talking about Career Week. It is very simplistic for this government to say the reason women in Ontario are paid 60 cents or 63 cents for every dollar earned by a man is because they do not study maths and the sciences, and somehow travelling across Ontario and encouraging them in this area will solve all their problems.

Even though on average women in Ontario presently are better educated than men, the minister and the government have not seemed to come to grips with the fact that the reason a day care worker is paid the minimum wage, and in many cases a male assembly-line worker is paid a higher wage, is because the jobs done by women are seen as just that. They are undervalued.

On page 26, under Career Week, you talk about the kits you distribute with ideas to "help elementary and secondary schools to develop a schedule of career-related activities ranging from tours of local industries to counselling sessions conducted by area businessmen."

I am sorry to allow the government to be shaken up, but there are people besides men in business in this province. As long as we have a government and a minister who remain mired in the image that only businessmen are able to counsel in areas of local industry and career-related activities, it is quite clear we are not going to move into innovative program areas. They cannot even extract themselves from the old notion that if you are in business you are automatically a man.

On the one hand you say you are going to have people travelling across Ontario to encourage students in the area of careers. On the other hand, in your own statement you refer to "businessmen" as though men were the only people across Ontario who are involved in business. I would like to let the minister know, and I am sure the women in his riding will let him know, that a number of very capable women are involved in business.

It is about time we started to remove these sexist ideas from the vernacular of our ministers. If we cannot get it out of the minister's vocabulary, how do we expect to change the attitudes of guidance counsellors, career counsellors and other people in the community? The minister, who supposedly is involved with Career Week, does not even know that businessmen are not the only people in the community who are doing these jobs. The minister's vocabulary, how do we expect to change the attitudes of guidance counsellors, career counsellors and other people in the community? The minister,

who supposedly is involved with Career Week, does not even know that businessmen are not the only people in the community who are doing these jobs.

With respect to the Experience program, I am not sure how much involvement the minister has had, but he will no doubt be aware that last summer I raised the issue of a program that was sponsored through the Experience '83 program which did not allow involvement by women.

As a result of my initiating that discussion, I believe the Speaker's office made further investigations. Rather than trying to respond with a creative solution—as I saw this week in Ottawa where young men and women in beaver hats are at their posts on Parliament Hill—this government instead chose to drop the program.

I am not sure who was responsible for the decision to drop the program. They attempted to suggest that because I, as a member of the Legislature, had the nerve to bring this discrimination to the attention of the government, and because the government chose to drop the program instead of modifying it to involve women, I was somehow responsible because I should never have dared or deigned to point out the sexual discrimination that was being encouraged by your Experience '83 programs.

I think the government's response of cancelling the program without attempting to find alternative solutions, and without attempting to find out whether there were other regiments or sponsoring groups that would have been prepared to take on the program, was indicative of the kind of response you have had in a number of areas on issues that affect women.

Obviously, the reason these issues are brought to the attention of the government is so we can find some creative solutions. The government ran away from the program with its tail between its legs and said, "Let us drop this political hot potato," without attempting to find some other solutions, without recognizing that at Ottawa and a number of historical sites in Ontario, we have been able in 1984 to integrate men and women in jobs that in 1784 would only have been held by men. I think you have done damage to the Experience program by suggesting we should drop the whole issue.

5:40 p.m.

I think it was a good program. As the member who originally brought that sexual discrimination to the attention of the government, I resent that I was never involved beyond my original complaint. I resent that the government has tried to suggest I was the one who had the program

cancelled. I resent that this government is so mired in its distorted perception of tradition it cannot involve men and women in all the activities that are occurring in Ontario in 1984.

I think the response to that complaint of cancelling the program is a knee-jerk one that did not take into consideration the changing times and the changing attitudes of people who would have been very happy to see young men and young women employed in this program. Instead, the government has cancelled the program altogether.

I certainly cannot let the opportunity to speak about that program go by since it was I who originally raised the issue with the intention of eliminating sexist employment practices by this government. Instead of finding some creative solutions, the government simply dropped the program.

I would refer again to my comment at the beginning of the session today. When the government is dealing with issues of publications and information for young people and others, it should really take into consideration that we live in a multicultural society and should stop using stereotypes of pictures and others that do not reflect the true multicultural nature of our society.

I am glad the minister has chosen to talk a little about the government participation in Ontario's bicentennial celebrations. I wonder if he could explain to the committee how the decision was made to move history some six years ahead and to establish Ontario's bicentennial in a year in which it really did not exist.

Obviously, the average person is not quite sure when Upper Canada was incorporated, but it seems to me the government should at least have the historical decency to develop the bicentennial program in a year that was truly our bicentennial.

I wonder if the minister could also table with the committee the amount of money being paid from your budget for all bicentennial programs.

You have here, for example, additional funding of \$986,000 for the bicentennial program, but I wonder if you could break that down into what that money is being spent for, whether the bookmarks and the pins you give out on a regular basis as you travel across Ontario with the compliments of the government of Ontario are covered under the secretariat's budget or whether they come under the general government budget.

Could you give us a complete breakdown of where all the money is being spent and account for all money that is being spent in social

development for the bicentennial project? Every penny should be fully accounted for.

I would also like to find out who made the decision to raise those ridiculous bicentennial flags at the front of the Legislature, where you do not even have the courtesy to include one Canadian flag. You have bicentennial flags in great numbers and, frankly, for visitors to the city of Toronto, I would have thought our Ontario Legislature was a hallowed enough institution that we would have taken a look at whether the tremendous number of flags that have been put up have celebrated our bicentennial or given the Legislature a cheap carnival atmosphere.

It is my opinion and the opinion of a number of my constituents who have come to Toronto and driven by Queen's Park that the neon bicentennial sign and those aluminum poles with those bicentennial flags do not give Ontario her proper parliamentary due, but instead look rather cheap and certainly are not in keeping with the kind of atmosphere we want to have around the Ontario Legislature.

I would like to know whether the origin of those bicentennial flags is in your ministry and if so why you decided, rather than simply with dignity raising a few flags to show the people of Ontario that we are in the bicentennial year, to bring in this carnival of bicentennial flags that really diminish the rather regal nature of Queen's Park.

I am not sure whether any members on the government side of the House agree with me, but I do see a few little smiles. Notwithstanding that, I have pointed out the fact that the government has not included any Canadian flags within the bevy of blowzy—

Hon. Mr. Dean: Blowzy? That is a sexist remark.

Ms. Copps: Blowzy is b-l-o-w-z-y, not b-l-o-u-s-y. Among those blowzy blandishments that the minister has approved, why are there no Canadian flags in that whole group?

Mr. Kells: It is a Liberal flag. That is all it is.

Ms. Copps: The Canadian flag is a Liberal flag? I would have thought—

Interjection: It is Pearson's flag.

Mr. Kells: Put just a little shade of blue in that flag and we would fly it all over the place.

Ms. Copps: That lovely red maple leaf represents Canada to all Canadians. It represents Canada on the international scene.

Mr. Kells: We did not have much choice.

Ms. Copps: For the member to suggest that it is a Liberal flag is absolutely ludicrous. If it is a Liberal flag, I would like to know whether the bicentennial—

Mr. Kells: Have you ever seen it in blue? It looks beautiful in blue.

Mr. Riddell: I cannot believe that you would say anything derogatory about our Canadian flag.

Mr. Kells: I am not saying anything derogatory.

Mr. Riddell: Yes, you are.

Mr. Kells: It reminds me of a Liberal flag, that is all I am saying. Is not red the Liberal colour?

Ms. Copps: You said it was the Liberal flag. It is absolutely a Canadian flag. To suggest that it is a Liberal flag is absolutely partisanship. If it is a Liberal flag, I must say the design is far superior to that insignia of the bicentennial, which is nothing more than another pre-election gimmick by the Conservative government of Ontario.

As a member of the Legislature, Yuri, notwithstanding our various positions on social policy, I am sure you would agree with me that the parade of flags leading up to the Ontario Legislature, including that ridiculous neon-lit sign, does nothing to let the people of Ontario know that we are looking at this celebration from a serious—

Mr. Kells: Does this mean you are not celebrating the bicentennial?

Mr. Shymko: Do you have anything against the flowers, Sheila? They are beautiful flowers. Do you have something against the floral design?

Interjections.

Mr. Chairman: Carry on.

Hon. Mr. Dean: It really is a very interesting symbol, which you probably do not know.

Ms. Copps: The symbol may be wonderful, and I am not objecting to the fact that we are flying a bicentennial flag. I am objecting to the fact that the number of flags out front, when you drive up University Avenue, looks absolutely ludicrous, cheap and ridiculous. I do not think it enhances—

Mr. Shymko: Did you see how many tourists are taking photographs of their families and of the Legislative Building because of those flags? It is almost like a magnet. It attracts thousands of people.

Ms. Copps: I think most of those people will be taking pictures of the beautiful building, notwithstanding that the whole frontispiece has been decimated by these flags.

Mr. Kells: Desolated or decimated?

Ms. Copps: Decimated.

Mr. Shymko: Which is another word for elated.

Ms. Copps: I think I have made my point. I would like to see a Canadian flag up there with them. I am a Canadian before I am a bicentennial. For the government of Ontario to put up all these flags without having any Canadian flag is probably reflected in the comments that were made by the member for Humber (Mr. Kells), who does not believe in the Canadian flag. He thinks it is nothing but a Liberal flag.

Mr. Kells: I did not say that. I said it reminded me of a Liberal flag.

Ms. Copps: I think the record will speak for itself on your comments.

Of course we are all looking forward to the Queen's visit in July. I hope no election plans, either federal or provincial, will interfere with that event.

Mr. Shymko: What is John planning to do? Have you consulted with him?

Ms. Copps: John Turner will be there with the Queen, I am sure.

Mr. Shymko: I hear August 27 may be the date, and we will have a cancellation of the visit.

5:50 p.m.

Ms. Copps: I am hoping, as are all of us, that we have a chance to welcome the Queen. I am sure the government of Ontario will do nothing to endanger her visit or the visit of the Pope by coming up with provincial election plans in the meantime, notwithstanding the minister's previous announcement.

Mr. Kells: What has that got to do with this?

Ms. Copps: The minister commented on the fact that the Queen is going to be present during the sesquicentennial and that she will be officially welcomed at Queen's Park. I am sure the minister will be happy to learn of the program I have launched in my own community.

Mr. Shymko: Let us hear it.

Ms. Copps: It could well be imitated by other members of the Legislature. In an effort to ensure that a full understanding of the monarchy is enjoyed by all our students, I have launched an essay contest in my riding which will ask students to explain in 200 words or less "What the monarchy means to me."

Mr. Shymko: Do you have any Tories on the panel?

Ms. Copps: The panel is actually going to be made up of members of the Royal Canadian Legion, who as you know are absolutely apolitical.

Mr. Shymko: That is 90 per cent Tory.

Ms. Copps: As you know, I am certainly not a literary expert and I would not attempt to be the judge myself. I think the Royal Canadian Legion is far more capable in this area, and they have already agreed to do this, under the leadership of Branch 58 President John McHugh.

Hon. Mr. Dean: Are you suggesting there is a multicultural component in all this?

Ms. Copps: Oh, of course. John McHugh and Branch 58 have already agreed to judge entries. Furthermore, as a result, we will have a student from each school in my riding represented at the bicentennial celebrations and those students will be accompanied by members of the legion who have been kind enough to offer their services.

Mr. Shymko: In other words, you are very supportive of the bicentennial celebrations, of the initiative this government has taken. It is so nice to hear your compliments.

Ms. Copps: The Queen will be in Ottawa for a number of events, and certainly as a Canadian and as an Ontarian, I think it is important that I do my part in showing that our young people understand the role of the monarchy.

I know members of the government party will also pick up on this idea to make sure the tickets we have received by the largess of the Queen's organization will be distributed to all members of the community and not simply be political payoffs for favours rendered.

I encourage all other members to follow my example in involving our students, our young people, and our senior citizens in an opportunity to see the Queen and to share with her some of the roots of Ontario that have been generated not only by United Empire Loyalists but also by others of many backgrounds.

Mr. Shymko: Will the winners of your contest receive the complimentary tickets? All 74 of them?

Ms. Copps: I have to distribute them between the Royal Canadian Legion, the judges, the students and other people who will be accompanying them to ensure they are able to get here.

Mr. Shymko: Are there any members of your riding executive going?

Ms. Copps: I do have a representative on my riding executive who was recently awarded the Order of Canada, and I know he does want to

meet the Queen. He should surely be able to avail himself of that opportunity, not as a member of my riding executive but because he is a great Canadian who has already been recognized by the national government with an Order of Canada.

I am sure the member for High Park-Swansea would not want to suggest that a recipient of the Order of Canada should not be allowed to go and see the Queen simply because he happens to be a member of my riding association executive.

Mr. Shymko: Absolutely not.

Ms. Copps: Mr. Chairman, I realize we do not have a lot of time left and I would like to ask the minister whether he can outline for this august group of social policy developers what the positive economic impact of the bicentennial is.

I understand he suggested that there will be \$325 million in tourist revenue projected as a result of the bicentennial because there will be an increase by a minimum of five per cent in the number of people visiting Ontario. I wonder whether the minister could outline for the committee what the projected increase in tourism was in the previous estimates of the Ministry of Tourism and Recreation and whether these have been swelled as a result of the tremendous response to the bicentennial.

The reason I bring up this issue is that as a member of the International Association of French-Speaking Parliamentarians I recently had the privilege of representing this province in the United States at an international meeting of parliamentarians. While I was there, I happened to see a copy of a major American publication, a newspaper that I believe goes by the name of USA Today. It is a daily newspaper which attempts to glean news information from across the country.

To my surprise I saw, on the back page of the front section of this newspaper, a full-page advertisement inviting all of the citizens of the United States to come and enjoy Ontario. However, the thing that shocked me, in view of our espoused commitment to the bicentennial and in view of all of the tourist dollars that this is going to generate, was that this full-page advertisement could not squeeze in one word about the fact that we were celebrating our 200th birthday.

Do you know what the advertisement pictured? I would like to outline this for all and sundry to imagine. It was a lovely fireplace with a couple sort of draped at the side enjoying a cognac or some lovely drink. This advertisement, which took up a full page of this

nationwide publication, USA Today—at a cost of thousands of Ontario taxpayers' dollars, I assume—was about Minaki Lodge, singly, solely and only Minaki Lodge. It did not mention the fact that the city of Toronto was celebrating its sesquicentennial. It did not mention the fact that Ontario's tourist industry was supposed to be swelled by five per cent because of the bicentennial.

While the minister now suggests that the bicentennial is going to have a positive economic impact, it is incredible to me that the advertisement—

Mr. Shymko: How did you like Minaki Lodge?

Ms. Copps: I did not go to Minaki Lodge.

Mr. Shymko: Sure you did. You were there with the committee.

Ms. Copps: I was not. Under no circumstances was I there. As a matter of fact, the committee decided, as a group, that we would not go to Minaki Lodge.

Mr. Shymko: You boycotted a visit to Minaki Lodge?

Ms. Copps: I certainly did not go to Minaki Lodge at the taxpayers' expense.

Interjection: Neither did we.

Ms. Copps: The social development committee was in Kenora at the expense of the taxpayers, I agree. Before anybody can misunderstand, I am not sure how the members got there, but I am sure they paid for the evening of wining and dining out of their own pockets.

None the less, they were in the territory of the area under the auspices of the social development committee, and it was in that context that the committee made a collective decision not to go to Minaki Lodge as part of our official responsibilities. Those individual members who chose to do so could go on their own, but there was unanimous consent by members of the committee. I am sure the member for High Park-Swansea, with his great attendance in the committee, would be aware of that.

Mr. Shymko: I was not there, as you know.

Ms. Copps: Mr. Chairman, since it is six o'clock, I would like to adjourn my comments until the next meeting, to which I look forward with great pleasure.

Mr. Chairman: Are you intending to carry on even tomorrow?

Ms. Copps: I want to keep you hanging on that particular decision.

Mr. Chairman: We will adjourn until tomorrow after the orders of the day.

Mr. Shymko: As long as you give the minister 10 or 15 minutes to respond.

Hon. Mr. Dean: I think I could sum it up in 10 minutes.

Mr. Chairman: We have an hour and three quarters left for these estimates.

Ms. Copps: I will have to consult with our usual representative, the member for Kent-Elgin (Mr. McGuigan). He was not here today.

Mr. Chairman: That is too bad.

The committee adjourned at 5:59 p.m.

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Kells, M. C. (Humber PC)
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No. S-2

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Provincial Secretariat for Social Development

Fourth Session, 32nd Parliament
Tuesday, June 19, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Tuesday, June 19, 1984

The committee met at 4:40 p.m. in room 151.

ESTIMATES, PROVINCIAL SECRETARIAT FOR SOCIAL DEVELOPMENT (concluded)

Mr. Chairman: When we adjourned yesterday, Ms. Copps was just winding up. I think she finished, did she not?

Ms. Copps: Ms. Copps is totally unwound. That means I am finished.

Mr. Chairman: Mr. McClellan, would you like to carry on?

Mr. McClellan: Thank you, Mr. Chairman, if you would just bear with me for a second. I do not have a lot of material to cover in my leadoff. On and off, I have been critic for the Provincial Secretariat for Social Development for nine years, believe it or not, and I think I have said most of whatever it was I wanted to say during the course of the estimates over the years.

I have also been following the secretariat as an observer since it was set up, and most closely since 1975. I have a couple of observations I would like to share with the new minister, based on that experience as an observer and, I would say, a certain amount of thought about the role of the secretariat.

In his opening statement the minister alluded to the secretariat's co-ordinating role; on page 3 he even used the words "strategic social planning." When I was elected, "social planning" were naughty words around here. The phrase was associated with socialist, even Marxist, notions that had something to do with the Russification of Ontario. That was in 1975.

Social planning was an alien concept to the governing party in 1975. In 1984 it is a buzzword the minister can insert into the speech introducing the estimates for the Provincial Secretariat for Social Development.

If I thought genuine social planning was taking place within the secretariat, I would be genuinely pleased. If I had some sense that there was real co-ordination taking place as a result of the activities of the secretariat, I would be pleased as well. I do not know if I am interrupting the member for High Park-Swansea (Mr. Shymko) or not. However, it is my very firm conviction that the co-ordinating role of this secretariat has

never been achieved. I could spend a long time giving a litany of failed opportunities but I just want to allude to a couple.

Since Darcy McKeough's famous blunder, I think in 1977, when he suggested that elderly persons' centres should be delisted, eliminated, and the tremendous hubbub that produced—some of you here will remember that—we have had promises from Ministers of Health and Ministers of Community and Social Services to introduce comprehensive home support services legislation which would lead to the development of a comprehensive, co-ordinated, community-based, care service system for elderly people.

Mr. Shymko: Mr. Chairman, on a point of order: I wanted to inform the committee that the Ontario Federation of Elderly Persons' Centres presented the Provincial Secretariat for Social Development with a special award last fall in recognition of the great co-ordinating work the secretariat has been doing in this area.

Mr. McClellan: Since 1977, when the Minister of Social Services promised, during the campaign that Ontario would be introducing comprehensive home support services legislation, a promise that was supposed to be repromulgated during the 1981 campaign but which was not because of the degree of disarray and discombobulation between the Ministry of Community and Social Services and the Ministry of Health, we have had a complete failure on the part of both these ministries to decide which is the lead ministry in terms of the development of a continuum of community-based services for the elderly. We have had conflicts between the two ministries, fighting over their territorial turf. Some of the programs are offered under the auspices of the Ministry of Health and some are still operated under the aegis of the Ministry of Community and Social Services through municipal homes for the aged. Chronic home care has been introduced from the Ministry of Health.

We still do not know what kind of home support services are going to be made available under which ministry to provide other kinds of personal support services to the elderly. We do not know what the co-ordinating mechanisms are going to be. We do not have residential placement services for the elderly in most communities across this province.

We have Meals on Wheels operating three days a week in most parts of my riding. I do not know whether the great riding of the member for High Park-Swansea has the service seven days a week. I do not think so. There are not very many communities that have Meals on Wheels programs to provide meals to senior citizens on a seven-days-a-week, 12-months-a-year basis. I think the assumption is that elderly people do not need more than three meals a week. As a matter of fact, they do not seem to eat at all in July and August, because most of the Meals on Wheels programs do not operate then.

That is not co-ordination; that is not comprehensive planning. It is unclear who is responsible for the delivery of social services, home support services, personal care services, friendly visiting services, nutritional services, meals services, and medical services. Who is responsible for the provision of these services to elderly people in order to keep them in their own homes and out of institutional care? This is a full 10 years after the Anderson report on residential services identified these things as critical problems.

We have been looking to the Social Development secretariat for leadership in trying to establish which ministry is on first; which is the lead ministry. That still has not taken place. The legislative framework that has been promised for the last seven years that would clearly establish the appropriate ministerial jurisdiction, and set up the appropriate administrative structures, is still nowhere in sight.

In the meantime, the Ministry of Health is ploughing ahead on a piecemeal basis, now setting up this program, now that program, chronic home care here, visiting nurse services there, etc., but there is no plan, there is no co-ordinated service delivery system, there is no central agency somebody can phone and say, "I need this, I need that."

Any of us who has tried to obtain the array of services that homebound elderly people need, knows what a jungle it is in our large urban centres to try to negotiate the bureaucracy, even if one is an MP with a lot of assistance and very capable constituency assistants. For the average citizen to try to negotiate this maze is an impossibility.

I have a couple of other quick examples. We just finished the debate on the Young Offenders Act. We have watched with amazement as the Ministry of Community and Social Services and the Ministry of Correctional Services have fought for control over young offenders. We watched for two and a half years as the province

fiddled and diddled about whether it should implement the Young Offenders Act and, if so, which was to be the lead ministry, which was to be the youth court, and how the money was going to be divided.

That issue still has not been decided. When we went through the implementation legislation for the Young Offenders Act last week, we were told by the minister the province still does not know whether there is going to be one youth court or two youth courts. We passed legislation which establishes a two-tier system because Ontario was unable to come to a clear and coherent decision on whether the Ministry of Community and Social Services or the Ministry of Correctional Services would be the lead ministry for young offenders up to the age of 18 years.

The situation with respect to the disabled is even worse in many respects, with the Ministry of Education, the Ministry of Labour, the Ministry of Community and Social Services and the Ministry of Health all having bits and pieces of services, programs and responsibility, but nobody pulling it together.

4:50 p.m.

I do not know what possible justification there is for the continuation of this secretariat in its present incarnation. It is not worth so many millions of public dollars to provide the kind of information and public relations services the member for Hamilton Centre (Ms. Copps) spoke about in her leadoff and that other people have looked at in wonderment over the years. That is no justification for a separate ministry, a separate cabinet minister, a separate parliamentary assistant and an appropriation of umpteen million dollars. It does not make any sense. Either the secretariat co-ordinates or it does not, and if it is not able to, what is the point of having the ministry in the first place?

I would make a couple of very modest proposals. One is that if the secretariat is serious about having a co-ordinating role, then it has to have some say, some authority in the budgetary process. I do not understand how one can co-ordinate between powerful ministries without authority, and the only authority that is effective is the authority of the purse-strings.

I think it has been proposed in some quarters, and it is an interesting suggestion, that if government is serious about trying to co-ordinate in a situation of such complexity, then it needs to give its co-ordinating ministries a measure of financial authority so they have financial incentives to offer to the ministries within their policy

field to do certain things and not to do other things.

I realize this is a major deviation from the way things are done and is likely to be greeted basically as a crackpot idea. But if people are serious about co-ordination—and the government is going to have to get serious about co-ordination, because during a period of scarcity and economic hard times we simply cannot afford the kind of duplication of bureaucracies, administrations and services that we have had—if it is serious about co-ordinating and making the best use of its resources, somebody is going to have to give these secretariats sufficient clout so that they can induce recalcitrant ministries to give up territory, stop competing, stop bickering, stop quarrelling and squabbling and misspending public funds on duplicated, unco-ordinated and unplanned services.

I make this as one very modest proposal that the secretary look at and take back to his friend the Treasurer (Mr. Grossman). I made it to his predecessor as well; it did not do him very much good. I think it is an interesting idea and one that I am quite convinced is the only solution to the problem of co-ordination. You have to have authority to co-ordinate; you cannot co-ordinate on the basis of goodwill when you are in a totally powerless position and the line ministries are sitting there with budgets of up to \$7 billion.

Let us not kid ourselves. You are never going to be able to co-ordinate in that kind of unequal power relationship. The only way you can co-ordinate is if you are given a say in the budgetary process and sufficient financial leverage to force Correctional Services to give up young offenders or Community and Social Services to give up young offenders or Health to give up home-based services to the elderly or Community and Social Services to give up home-based services to the elderly, and for them all to stop fighting, bickering, squabbling and wasting precious time, energy and, most important, public funds.

If that is not an acceptable suggestion, the other thing I would suggest is that the ministry turn itself into a serious social planning instrument and, in effect, do impact assessments of government programs. All kinds of people have suggested there is a critical role in government for a ministry that simply tries to understand the impact of government programs on the citizenry. It seems to me to make a lot of sense for the Social Development secretariat to be principally engaged in, for example, family impact assessments. How do various government programs

impact on the family, on family life, on family stability? How do budgets impact on the family? Are programs conducive to strengthening family life or are they having the opposite effect?

Is anybody studying these things? No. We spend—I do not know what it is—\$36 billion a year?—and we do not understand the social impact of these expenditures in any systematic or empirical way. You could retool the secretariat so that you are doing a kind of cost-benefit analysis in terms of who is benefiting from government programs. Which socioeconomic groups are reaping the principal benefits of budgetary expenditures and government programs?

There is a role for a ministry to do these kinds of objective, empirical, hard-nosed studies of the effects of government programs in making this information available to the different ministries. Then each ministry can understand whether what it is doing conforms with overall government policy and social objectives, or whether it is missing the mark. That is not done either. Nobody does that.

We still have basically the planning machinery for a government of about 1962 vintage. We have not caught up with the reality that we are spending a huge portion of the gross provincial product through government services and programs, but do not have the slightest understanding of the impact of those kinds of expenditures.

Again, that is a sensible role for something such as a Social Development secretariat, but I have to tell you the kind of public relations bumph and PR gobbledegook that comes out of this ministry and the other secretariats with such superfluity is a simple waste of time.

There is a little booklet, "I Finally Did Get a Job", that advises young jobseekers—and I do not know whether I can find it—not to ask any questions about salaries or benefits. That is great. When you go for a job interview and the guy gets to the discussion of how much money you are going to earn, you stop up your ears and say: "I do not want to hear this. I am not interested. I do not work for money. I am here because I want to work and that is all I really want to do. I do not really care if I am paid or not, if I am getting minimum wage or less than minimum wage, what the working conditions are, the hours, or anything like that."

Really, it would be laughable if it was not for the fact that we are spending millions of dollars of public funds on this kind of nonsense yet not doing some of the other serious planning and co-ordinating tasks that need to get done.

Again, I make these modest suggestions secure in the knowledge they will not go anywhere. I am really at a loss to understand how any rational government in the last quarter of the 20th century can continue without coherent social planning institutions as part of the government apparatus and without any vestige of co-ordination except what powerful ministers are able to browbeat out of one another in the various cabinet committees and subcommittees.

I want to say just a word about group homes. The minister made reference to the issue and it is being debated again during these estimate leadoffs. This is an issue about which I have been exercised for a long time. I have always taken the position and continue to believe very strongly that the question of group home inclusion in neighbourhoods is basically not a zoning matter but a human rights matter. It should never have been treated as a zoning matter or as a zoning issue. Exclusionary zoning bylaws as they impact on group homes are as offensive as exclusionary zoning bylaws would be if they were designed to restrict blacks or Jews or east Europeans or West Indians or any other minority group.

5 p.m.

There used to be a time when we had those kinds of restrictive covenants in our neighbourhoods that permitted racial discrimination in the buying and selling of houses. Those days are long gone, and I think we will look back on this period in the same way we look back with amazement at periods when we had restricted covenants affecting racial discrimination in housing.

I still think the government would have been wiser to have dealt with the matter through the Planning Act to eliminate the power of municipalities to pass exclusionary zoning bylaws forbidding the construction of group homes. In saying "group homes," I am talking about something quite specific. I am not talking about mini-institutions. I am talking about homes that are designed to look like and function as families with house parents and a small number of residents, approximately the size of a large family.

They are families and households. As far as I am concerned, people have no right to discriminate against group homes simply because they somehow deviate from the norm of people within a house being related by blood or marriage.

We have lost and wasted about 10 years in the government's search for a co-operative nonlegislative approach. It is all very well to pat yourself

on the back and say, "In 1984 we have made such and such progress." The minister has made progress at the expense of people who have spent their last 10 years in institutions. That is the reality.

It is all very well for you to pat yourself on the back and say, "We have"—I forget how many—"1,000 and some group homes set up across the province on a co-operative basis." The reality is that your program has been held up. Your deinstitutionalization program that started in 1974 with the white paper has been held up. People have been kept in institutions because of the failure to develop group homes during the course of the last 10 years.

Mr. Chairman: Where are you two birds going?

Mr. Wiseman: Back in a minute.

Mr. Henderson: Carry on.

Mr. Chairman: You should not leave together.

Carry on; I am sorry.

Mr. McClellan: It speaks to a certain futility about the exercise.

I am quite convinced the residents of the Ark Eden Nursing Home, for example, were the victims of the witch-hunt of the member for Yorkview (Mr. Spensieri) in northwest Toronto. It was absolutely typical. A whole bunch of people who are physically and developmentally handicapped were inappropriately placed in nursing homes because of the absence of community-based care facilities.

They were placed in a nursing home that was in absolutely contemptible condition. The Minister of Health (Mr. Norton) was made aware of the condition. To his credit, he responded by acknowledging that the conditions were, in his words, appalling and that the residents had to be rescued. He did everything in his power to close the place down and rescue the residents.

Lo and behold, he discovered—he was new to the ministry—there was no place for them to go because there were no group homes in many municipalities of Metropolitan Toronto, where most of the children came from. When they tried to set up a program to rescue the residents of Ark Eden Nursing Home one of the sponsors, the Reena Foundation, found itself embroiled by the most neanderthal kind of opposition, disguised as a concern about zoning niceties and proprieties.

It is a basic human rights issue. It is not a zoning issue at all. The sooner this government stops pussy-footing around a basic human rights

issue and says to municipalities: "You do not have the right to do this. You do not have the right to pass these exclusionary laws. You have a right to pass zoning bylaws for the orderly development of group homes so they are shared equally across the whole community. Sure, you have that right, but you do not have the right to say, 'No, you are not welcome here.'"

Mr. Chairman: Have those ever been challenged?

Mr. McClellan: I guess the current policy is before the Ontario Municipal Board.

Mr. Kells: Are we going to have some dialogue about this?

Mr. Chairman: No, I am just wondering if, when a municipality passes a bylaw of that kind, the government really has to abide by it or if it can ignore it.

Mr. McClellan: I understand municipalities have been opposing the introduction of group homes quite successfully.

Mr. Kells: They have been opposing as-of-right zoning.

Mr. McClellan: Sure, and they have been trying to block individual group home applications as they are proposed.

Mr. Kells: Not dealing really with their merits.

Mr. McClellan: Sure.

Mr. Kells: I am not too sure I agree with you that this is a straight rights issue. If you are going to have zoning, you are going to have to have zoning, where a municipality is going to operate it.

Mr. McClellan: We can have some dialogue, but I just do not understand how people can rationalize a policy that says, "Certain categories of people are not permitted to live in this neighbourhood." Why? Because they are not related by blood or marriage? Because they are physically handicapped? Because they are ex-cons? I just do not understand it.

Mr. Kells: It is your time, so I should not make it a dialogue.

Mr. McClellan: We can come back to it.

Hon. Mr. Dean: Maybe after he is finished.

Mr. McClellan: We do have some time for some exchange, and I welcome the opportunity. I am just trying to stress that the consequence of the government's policy of proceeding on a voluntary basis, by trying to change attitudes without changing the law, has resulted in a lot of people having to spend an extra decade or more

in institutional care unnecessarily. That is the consequence.

So as the minister pats himself on the back for his accomplishments—I recognize the accomplishments and I applaud them—he might also think about the fact that there were a lot of people who had to stay in a lot of institutions a lot longer than they should have, as a result of the policy.

I want to say something about youth unemployment without taking a lot of time. I do not understand why the two programs that are within the secretariat's jurisdiction, the summer Experience and winter Experience programs, have not been expanded. In fact, the summer Experience program has been cut back at a time when youth unemployment teetered towards the quarter of a million mark in 1983 and now has increased something on the order of 20 per cent between April and May 1984.

It is substantially lower than it was in 1983, but I do not think any of us take very much comfort in the fact that there was a big jump in the youth unemployment statistics between April 1984 and May 1984. I do not understand why the government is cutting back on its successful summer Experience program, and I do not understand why the winter Experience program has been so relatively tiny. You are hiring under winter Experience, as I understand, somewhere between 3,000 and 4,000 a year during a period when I think 188,000 young people were unemployed, as of the end of May 1984. Last year, as I say, it was almost a quarter of a million.

5:10 p.m.

Technically I do not understand why the summer Experience program has gone from something on the order of 13,000 jobs a couple of years ago to 9,000 jobs last year. In my constituency office, between 200 and 250 young people came in for application forms for this summer, and I am sure most of those were disappointed. I am aware the volume of applications vastly exceeds the number of jobs available, and the opportunity is there for some creative and helpful job creation in public service employment.

In the midst of this economic crisis, when summer employment is absolutely crucial in communities like mine so that students can go on to post-secondary education, for the life of me I do not understand why the government does not increase the number of job slots available.

Finally, when we get to the appropriate vote I would like to have a breakdown of the services item in vote 2901, item 6, the Ontario bicentennial project office. I would like to know what the

\$4.1 million in bicentennial services is all about. That would make interesting and amusing reading. I invite the minister to provide us with that information.

That is basically all I wanted to say by way of leadoff. I welcome the opportunity to have some discussion with Mr. Kells and the minister about group home policy and zoning.

Mr. Chairman: Before I ask the minister to reply to the two critics, can we conclude at six o'clock? Can we get general agreement on that?

Agreed to.

Mr. McGuigan: That will be four hours gone.

Mr. Chairman: A little short of that.

Hon. Mr. Dean: Mr. Chairman, perhaps I will respond in turn to the comments of the party critics, beginning with what the member for Hamilton Centre (Ms. Copps) had to say yesterday. I understand the member for Kent-Elgin (Mr. McGuigan) is the critic for the party but he was busy with something in another part of the province yesterday. If his colleague does not return, I am sure he will see that she has the benefit of the response I have to some of the points she brought up. Some of them may also touch on what the member for Bellwoods (Mr. McClellan) has commented on.

The member for Hamilton Centre started off by referring to the secretariat as a superministry and then almost immediately called it a paper ministry. Those two things do not exactly go together. Perhaps I should say a few words more. I thought I had explained the role adequately in the opening statement. I also would have thought the members of the committee would all know that the concept of superministry never was adopted by the Ontario government.

Mr. Chairman: But you are a super minister.

Hon. Mr. Dean: Thank you, Mr. Chairman. I bet you say that to all the ministers, having been one yourself.

Mr. Chairman: I had one of them one time.

Hon. Mr. Dean: As the member for Bellwoods has outlined this afternoon, the role of a policy minister is bound to be somewhat misunderstood because so much of the operation is not right out in public view. My role is one of co-ordinating social policies and programs through the cabinet committee on social development and the other cabinet committees within the policy field or in conjunction with other policy fields.

The way I try to achieve that policy co-ordination and development is to try to identify the gaps or duplications in services as they show

up during the course of programs that are administered, or the comments of the public as to additional programs that are needed. I suppose my predecessors did the same thing. We do not have instant agreement among the ministries involved, any more than I always agree with my wife on what we should do about an issue in our home. I do not know whether any of the members ever agree 100 per cent with any other single person—or married one, as far as that goes.

The role is to try to bring together the people with the strong opinions who have the responsibilities, to try to work out the differences together, to ensure the programs we have in abundance—certainly in this policy field or in any one of the ministries in the field—are complementary rather than conflicting, and to try to be sure there is no overlap or failure to deal with some need that can be identified.

Some of the needs mentioned by both the member for Hamilton Centre and the member for Bellwoods include the seniors, the developmentally handicapped, the physically disabled, matters of family violence and so on. Those are all things that come within this policy field to some extent, and in some cases entirely within it. They need attention.

In addition to trying to co-ordinate the policy, I see my role as being an advocate for change. I think this policy field is very fertile ground for change as times change. Who better to be able to take a little more detached look at it than someone who does not have an operating ministry.

I think that is what the Provincial Secretariat for Social Development should do. Consequently, I see it as part of my responsibility to promote and bring to the attention of the ministers in the field, and even outside the field, the points of view expressed by the client groups, especially the ones in this policy field.

In so doing, I take into consideration the advice given by the advisory councils in this secretariat, that is, the Ontario Advisory Council on Senior Citizens and the Ontario Advisory Council on the Physically Handicapped, as well as the opinions brought to us all the time by various delegations who meet with us throughout the year. For example, the United Senior Citizens of Ontario, the Catholic Women's League of Canada, the Provincial Council of Women, the Ontario Social Development Council, and many others, come in to see me, as the minister, or some of the staff, or the advisory councils, who then transmit their concerns to me.

Those are some of the ways in which policy gets initiated and brought to the attention of the operating ministers and to the other members of the cabinet. I am also a member of the Management Board of Cabinet and of the policy and priorities board. That is where I feel I have a very definite contact on behalf of this social policy field, with respect to budgetary allocations.

A good point brought up by the member for Bellwoods is that the whole thing finally comes down to finding some bucks to do some things. After we have decided on the policy, we still have to find the money. My role there is to support the other members of the policy field in their requests and their competitions for government funding, for policy matters they feel are important, for programs that will carry those out, to give some kind of decent service to our people.

In those two areas as well, there is a matter of policy and priorities. I guess that board is well named, because many of the important decisions are made there, as to what policies should be given priority and what programs should take precedence. I have a role to play there and I am attempting to do it as well as I can.

I think another word should be said about the suggestion from the member for Hamilton Centre yesterday about the secretariat being a "paper ministry." It is bound to be paper to some extent, not having programs to deliver except in the context of some of the youth employment programs. Policies tend to be things that finally get down on paper.

5:20 p.m.

The advocacy role I have, especially concerning the seniors, the disabled, and some aspects of youth, does require the publication of information, the receiving of proposals and the passing of that on to the ministers involved, so there is bound to be a lot of paper transmittal. If that is what is meant by "paper ministry," I say yes, we are. If by "paper ministry" is meant an imitation one, then I reject that for the reasons I have just been describing.

The guides to the services and programs for seniors and the parallel guide for the disabled are what this secretariat over the years has done and is still doing to outline, in a single document for each of the groups, the services and programs available for them so they can find out very readily how to access them.

I agree government can be a maze, no matter which government we are talking about. This is our contribution in trying to simplify the process through the maze for the seniors themselves, for

all organizations and for members of the Legislature who want to find out about what is available.

One could rely on the information each ministry has about its own programs, but for these two groups that are our particular responsibility we feel this is a good way of doing it; you might say it is a one-window approach to these. They certainly serve a very useful purpose.

I want members of the committee to believe me when I say that just today, quite unsolicited, there came into my office a letter from a group specifically mentioned yesterday by the member for Hamilton Centre, namely, the Community Information Service Hamilton-Wentworth.

The context in which she mentioned the group was to ask why we were bothering to provide this kind of information when all you had to do was call up your friendly community information service to find out everything you wanted to know.

I would like to read this very brief letter, addressed to me, which says: "I am writing to thank you for sending us a copy of the Directory of Accommodations for Seniors in Ontario and to congratulate you and your staff for co-ordinating a fine publication.

"The directory is well laid out and appears easy to access, with three different cross-references as well as an excellent definition section. I trust this publication will prove to be a valuable addition to our centre's resource base, and I thank you for including us in your distribution."

The letter is signed by the executive director, Carole Capling.

This is a very good testimonial to the fact that the reason community information services have information is that they have good documents containing information. I hope that bears out what we have felt for some time, that they are useful because they are compact and everything is in one spot.

Mr. Shymko: Send Sheila a copy.

Hon. Mr. Dean: An excellent idea; make sure she gets it.

I am pleased to be able to respond in a very positive way to something else raised yesterday by the member for Hamilton Centre, and that was the matter of our failure to give representation to multicultural groups in any of our publications. She also suggested the Provincial Secretariat for Social Development is sexist in its attitude towards women.

One thing she mentioned was about visible minorities. We have the same attitude towards

visible minorities as does any other part of the government, namely, everyone in Ontario is a citizen equal in the eyes of the law and equal in the eyes of those of us who represent the citizens. To show that very graphically, and especially since these were specifically singled out by the member for Hamilton Centre as being failures, I would like to show members of the committee what they have probably seen before, the poster for Family Unity Month.

There are very definite indications that we have people of all national and racial origins in Ontario, and we expect all will be equally interested in preserving family unity.

Mr. Kells: Which one is the United Empire Loyalist?

Hon. Mr. Dean: I do not know. They are pretty scarce these days; so I could not identify which one it is. Maybe it is the fellow with the blond hair in the middle there, coming from Northern Ireland or somewhere.

I think the poster demonstrates that we had no such idea as was suggested by the member for Hamilton Centre. I believe all members have also received in connection with Family Unity Month, the community booklet and the school booklet with possible programs that are desirable or suggested for it.

One can easily see that there is a very concerted attempt on the part of the secretariat and the people who prepared this material for our use to mention that our communities, our schools and our families consist of people from very different origins, and we welcome this.

We also have the poster that was put out, of which again I think all members received copies, for Senior Citizens' Month. If you look at that, you will see the children and other people who are involved there are certainly a mix of nationalities and racial origins. I think it fits in exactly with what we were saying, "We all have a lot to share." That was meant for seniors specifically, but it could apply to everyone else.

To return to one of the co-operative ones—and I think most of you know we do co-operate with the Canadian government whenever there is an opportunity to do so for the benefit of our citizens—I think all of you probably have this poster in your constituency office: "Need a Job?" It is a very good one. If you do not have it, we will be pleased to provide you with one. You will notice very easily that we are not trying to stereotype any particular person to whom it is addressed.

I wish the member for Hamilton Centre were here to see all this information. I hope she will

find out that she was probably speaking from a lack of information about some things.

Mr. Shymko: She is not interested in your answers.

Hon. Mr. Dean: I see there is a purse there; I do not think it belongs to the member for Kent-Elgin (Mr. McGuigan). In any case, I am sure he will relay to her my concern that she be properly informed.

Mr. McGuigan: I can assure all members it is not my purse.

Hon. Mr. Dean: I am sort of relieved about that.

Mr. Shymko: I was wondering for a minute. It is the trend these days, you know.

Mr. McGuigan: We are both fruit growers.

Hon. Mr. Dean: We are not quite at 100 per cent yet. I do not like members of the Legislature to be incompletely informed about things of this sort, about any government program, and I am sure the member for Hamilton Centre will be glad to be better informed about these things.

Do you have a comment on that before I go on with my rebuttal?

Mr. McGuigan: I am sure we are all interested in those matters, but with the very limited time we have left—

Hon. Mr. Dean: I am just getting started.

Mr. McGuigan: That is what I am afraid of.

Hon. Mr. Dean: You should have heard your representative yesterday chew up the time. We longed for your presence.

Mr. McGuigan: I am well aware of her abilities, but—

Mr. Shymko: We really missed you, Jim.

Mr. McGuigan: I missed you too. I was very sorry, but we did not have any advance notice of when these estimates would be held.

Hon. Mr. Dean: I will try to be a little more concise if you like.

Both the member for Bellwoods and the member for Hamilton Centre referred again to the brochure "And Finally I Did Get a Job," which was first brought up in a critical way by the leader of the third party. I thought the response I gave at that time would have been sufficient for everyone, but I guess it was not.

5:30 p.m.

Members are aware of how this looks. The criticism has been that it is too simplistic, too cartoony and so on, but that misses the point of why it was here. It was developed specifically for people who have difficulty with the printed

word, who have difficulty getting jobs, a disadvantaged group.

There is an attempt all the way through to show these two people, one girl and one male, of different racial origins probably, so the client group to whom we were addressing this could identify with the people in the illustrations, and perhaps to add a little light note to the serious task of conducting a job search.

It is a marketing technique that has worked very well. The demand has been overwhelming, and the secretariat soon exhausted the supply of 30,000 brochures and had to get some more. There is a steady number of orders coming in all the time.

I think it is important to put on record that this has been welcomed by the people who are in the business of providing these jobs. I will not read the whole of the first letter I had because it is a little long, but in essence it comes from someone who is in the youth employment counselling centre business. It is addressed to the member for York South (Mr. Rae), and I am sure he has a copy in his file.

It says: "Let's set the record straight. It is obvious from your negative comments you did not research the development of such a brochure and it sounds as though you've lost touch with the problems and the 'special needs' of unemployed youth in Ontario." It goes on to mention that it is addressed to people who do not always have the same facility with literacy as those of us who are here. I will omit a few paragraphs.

It goes on to say: "The handbook is not designed for the general unemployed population—it has a specific target group—the special needs unemployed youth group. I've been in the youth employment counselling business for more than 10 years, Bob, and I have personally field-tested this type of pre-employment material with young people, including 13- to 14-year-old children's aid society wards, juvenile probationers and early school leavers, with the same results: it works.

"If you would like to discuss this issue in more detail, please feel free to contact me."

That is from a young woman named Patti Stirling, who is vice-president of the youth employment counselling centre in Hamilton. That came quite spontaneously from her.

I want to set the record straight by pointing out that these are not useless. In fact, they are extremely useful for the people for whom they are designed. The secretariat does not just go out some morning and say: "Let us make a brochure called *And Finally I Did Get a Job*. We will put a

lot of cartoons in it." Some thought is given to what goes into that.

As it happens, a letter came today from the supervisor of the Canada Employment Centre for Students at Owen Sound. Mary Holenski-Richards, speaking about the same book, says: "The booklet *And Finally I Did Get a Job* has been most helpful to the students in the Owen Sound area. We have, however, exhausted our supply and wondered if it was possible to have some copies sent to the Canada Employment Centre for Students in Owen Sound." Of course, we will make sure we do that.

I have a few other comments about some of the questions we have had from both sides, and there are some other things about our publications. I will let that go for now and see how much time we have.

Because it has been brought up, I think it is important to mention the programs for disabled persons and the allegation that the government is not moving quickly to deal with the needs of disabled people.

I remind the members of the committee that we have an excellent record of providing programs and services. I, as a minister, and my predecessors as ministers of this secretariat have not provided those programs through this secretariat, but because they are in this policy field and were brought up, they are worth mentioning.

What is being done by the government of Ontario, with your tax dollars and mine, is providing at least \$2 billion for services every year. That has led to a great deal of independence, and integration into the total population, for disabled citizens.

Here are a few statistics, because sometimes bald statements are suspect. For our disabled citizens, we annually spend \$826 million on health care, \$366 million on residential and housing programs, \$240 million on education, \$230 million on income support, \$30 million on rehabilitation, \$7 million on transportation and an estimated \$360 million on a variety of other services to ensure participation in all aspects of life in Ontario.

There were initiatives announced in the recent budget of the Treasurer. A specific example of the growing responsiveness of ministries to the need for new programs is the increase in attendant care in the Outreach program.

We have also been reviewing a lot of other programs that I should mention briefly: the improved access to legal services through the Abella report, the review of the workshop system, the extension of assistive devices,

amendments to the Ontario Building Code, employment for disabled persons and the response to the Pigott report.

Mr. McClellan: What is the most recent document that has been published about the sheltered workshop review?

Hon. Mr. Dean: We understand the Ministry of Community and Social Services is preparing one, but we do not think it is out.

Mr. McClellan: It is not? It is reviewing employment practices, remuneration and that kind of thing. Do you know what the target for that is?

Hon. Mr. Dean: This fall. Is that okay?

Mr. McClellan: Yes. I ask because it is something I have pursued over the years.

I think it is quite unfair that disabled people who become disabled because of a work accident are entitled to a whole series of rehabilitation programs and job opportunities under the auspices of the Workers' Compensation Board that give wages and benefits based on what the marketplace pays, while people who have a disability by virtue of an accident, illness or congenital defect that did not happen on the job are consigned to the welfare system and end up in sheltered workshops at, the last time I looked, an average of 55 cents an hour.

That is the classic example when I talk about the lack of co-ordination between government programs. You missed the point I was trying to make. You have two separate systems: one for disabled people who qualify for occupation-based programs under the aegis of the WCB and the Ministry of Labour in the Resources Development policy field, and a second-class system that is operated under the aegis of the welfare system for virtually everybody else. There is no co-ordination or point of contact between these two systems.

If you are injured on the job, you have access to a reasonably good set of services and programs including health programs, occupational rehabilitation programs, job placement programs and a wage scale based on a percentage of your pre-accident earnings supplemented to reasonably generous levels. If you are in a sheltered workshop, you are not even making the minimum wage.

Who is supposed to pull these programs together, co-ordinate them and rationalize them? Are you prepared to accept that it is perfectly rational that there be two separate systems, a first-class system and a second-class system?

Hon. Mr. Dean: I believe part of the Ministry of Community and Social Services review addresses that situation.

In that connection, I would like to mention that there are other groups around, as I am sure you are aware, that have a very admirable, almost semi-volunteer, effect on the employment of the continually disabled.

One I am particularly familiar with is Amity Goodwill Industries in Hamilton, where there are extensive facilities for handicapped people to work. When I say "handicapped," I do not mean they are not able to perform work; they are. They perform work as well as you or I would, but they have the particular arrangements there that are necessary for them.

5:40 p.m.

This is not a sheltered workshop. This is a very competitive business and they actually do very well. For example, they do furniture refinishing as one of many jobs, and they are competitive in both quality and price with the private enterprise field. This is encouraged and supported by the ministries and some of the other social agencies as well.

Mr. McClellan: What kind of wages do they pay?

Hon. Mr. Dean: I cannot give you dollar figures, but it is certainly not minimum wage; it is more than that.

Mr. McClellan: I will be interested to read the Ministry of Community and Social Services review when it comes out—and I do not want to belabour the point—but sooner or later, you are going to have to rationalize your two separate systems.

I am quite convinced that Ontario is about 50 years behind most western European countries in the way we provide services and programs for disabled people. That is because of their experience in the Second World War and the vast numbers of injured veterans that had to be accommodated after the war. Most European countries have made major program adaptations, which we simply have not done.

Hon. Mr. Dean: In the same breath, I think we should also recognize the province is certainly not in the back seat to many other jurisdictions.

Mr. McClellan: I am sure that is so if you consider Mississippi or perhaps south Colorado.

Hon. Mr. Dean: No. I am not comparing us with Pago Pago, either; but we are certainly no back-seaters in this. I just got through reciting some of the things we do for the disabled.

Mr. McClellan: All this complacency is at least consistent, but in fact, we are second-raters when compared to what has been done in comparable jurisdictions in Great Britain or in Western Europe. That is a simple fact.

Hon. Mr. Dean: I would like to reject your suggestion that I am complacent. I am not. If I had any notion of it before I was in this ministry I certainly am not complacent now, because I recognize the great amount of work that needs to be done there; but you cannot do everything overnight. I think that is a very important role of this secretariat.

Mr. McGuigan: Let us not have to have a war to bring it about here. If you visit a German city, boy does it ever hit you in the eye. There are people on the streets with arms missing, legs missing, whatever.

Hon. Mr. Dean: It is not only Germany. It is France, as well.

Mr. McGuigan: I have not been in France, but in Germany it really hits you.

Hon. Mr. Dean: It certainly does, I agree. I am not advocating that we have any such disastrous thing in order to call our attention to it. I think what the secretariat, and especially the Ontario Advisory Council on the Physically Handicapped, has been able to accomplish over the last few years is to really heighten public awareness of the needs and the potential contributions of the disabled. That is something that is ongoing and will no doubt accelerate as time goes on.

I am not sure how much longer I should go on talking.

Mr. McGuigan: There are only 15 minutes left. Could I have those 15 minutes to bring some concerns to-

Hon. Mr. Dean: How long does it take us to pass the vote?

Mr. Chairman: Thirty seconds, once we get in the mood.

Mr. McClellan: If the member for Kent-Elgin (Mr. McGuigan), who was not here yesterday when I sat patiently through 90 minutes of Liberal leadoff, would allow me to have one short question, he can have the remaining time. I notice Mr. Crawford is here and I have been an admirer of his work for a long time. I would like to have an update, if I may, on the long term study of the aged, which was a project that began a long time ago.

Hon. Mr. Dean: Mr. Crawford, could you come up to one of the microphones now?

Mr. McClellan: We had some discussion of what had happened with the data from the long-term study on ageing during our last set of estimates.

Hon. Mr. Dean: This is Mr. Lawrence Crawford, for any of you who have not met him, co-ordinator of senior services.

Mr. Crawford: Mr. Chairman, the study is completed, as Mr. McClellan will know, and the data have been cleaned in the technical sense of computer workers. Some papers have started to appear. Three, in fact, are being published at this time. All three happen to deal with mortality and morbidity relating to smoking and lifestyle over the 20-year span of the study. One will appear in the Canadian Journal on Ageing this year, one in the Canadian Journal of Public Health and the third in an American public health journal.

There was a workshop of epidemiologists from upstate New York and Ontario at the University of Toronto a month ago, and some of my associates from the University of Waterloo presented data. I would be glad, Minister, to make copies of that paper available. It is going to be published in the Canadian Journal of Public Health.

We have some proposals within the secretariat now about the ongoing analyses of the data. We also have some other studies that have been done since then, so that we have at least two or three data bases for comparative analysis. We have more material than we can actually hope to analyse and a lot of it can be made available to university groups and others in the future, once we have had our final cut.

Mr. McClellan: I would appreciate receiving material as it is available. When I was a welfare worker, I participated in that study in the early 1960s.

Hon. Mr. Dean: Give him honourable mention.

Mr. Crawford: He is one of the few surviving interviewers.

Mr. McGuigan: Mr. Chairman, I apologize for not being here yesterday, but in my view I could not avoid it.

I would just like to say, Minister, that perhaps this idea of a superminister is an old idea that should be dropped. It is unfortunate that when these co-ordinating ministries were brought in by Mr. McKeough, the idea was that three or four ministers were going to be at a higher level than the rest and were going to be able to pull the strings in various ministries. As you know, it did not work out.

Nevertheless, I think there is a place for these co-ordinating bodies. I guess it worries us to know whether they are effective. It is pretty difficult from the outside looking in to determine whether they are effective.

Hon. Mr. Dean: We have been trying to give you a window here. We could go over and visit some day.

Mr. McGuigan: I would not mind doing that. We could talk over a lot of things in common.

One of the things I see as very useful is your ministry's role as a conscience among the various social ministries. We in the opposition put things as forcefully as we can, and we try to appeal to you ministers as best we can, but I think there is also a role for a co-ordinator within that system to try to act as a conscience, because I realize you cannot act as a superminister. You can be a super guy, but you cannot act as a superminister.

Hon. Mr. Dean: I appreciate your understanding of that and wish that your colleague who sat there yesterday would get that idea.

Mr. McGuigan: I can straighten her out. I want to make a quick plea for a group that I believe did a great service to all of us—government, opposition and citizens—during the past few months. That is the Canadian Coalition Against Violent Entertainment—CCAIVE, the group is called, and it is located in Hamilton. This is a very courageous group of people who put on a symposium in late February or early March here in Toronto. I attended the symposium, both the session on Saturday, which was the Canadians for Decency, then on Sunday I went over to the Canadian Coalition Against Violent Entertainment.

It was one of the most depressing experiences I have ever had in my life. I like to think I have seen a good slice of life, but I never saw anything like I saw on that weekend. It took me at least a week to recover to the point where I could even get my thoughts going straight. I spoke to other people who attended and they found it a very upsetting experience. It was such a deluge of terrible material that we could not sleep at night.

5:50 p.m.

Anyway, these people did a great thing, I think, for Ontario by bringing this to the fore.

I would like to point out, too, that Ontario is not as awash in smut as other jurisdictions are. One of the things that was brought out is that there are two places in North America that are a little better than most of the United States, and they are Ontario and Buffalo. We always think of

Buffalo as the place where the young bucks used to go.

Mr. Chairman: That was before Yonge Street.

Interjections.

Mr. McGuigan: Buffalo and Ontario are considered similar markets, and if it passes in Buffalo it will pass in Canada. So we are not as awash in this thing as they are in the States.

Mr. Chairman: Buffalo is a buffer.

Mr. McGuigan: I saw a magazine in the airport in Detroit that I will not even try to describe. The magazines are right out in front, showing all these terrible things.

The conference was attended by a lot of Americans simply because they are afraid, as I understood it, really to stand up to those forces over in the United States. That included the Secretary for Health and Human Services, Dr. Everett Koop. He and other people there came to Canada to put these things in front of us. They are afraid to do it in the United States.

Billions of dollars are involved in this porn trade and in the magazines that grow off it, and this includes some of the highest-fashion magazines. If you take a look through them, they always show women in some sort of submissive position, and they show young children in the same way.

One of the highest-fashion magazines in the United States has a frontal nude picture of one of the actresses holding her daughter, who is about 10 or 12. It is a frontal nude picture on the front of this high-fashion magazine, and you find that theme going right through the magazine.

It gives you an idea of the money and the power that are behind this deal. The US Secretary for Health had to come to Canada to speak openly on this subject.

Mr. Robinson: The federal Secretary for Health? Not the Surgeon General?

Mr. McGuigan: Yes, the Surgeon General. He is the top dog.

Mr. Robinson: The United States Surgeon General.

Mr. Kells: Not the Secretary for Health.

Mr. McGuigan: No, I am sorry. It was given by Dr. Everett C. Koop, paediatric surgeon and United States Surgeon General.

"We are gathered here," he told his listeners, "to challenge some of the most powerful institutions in our society, government, industry and the darkest side of human nature itself. The criminal justice system can only control violence

after the fact. In order to prevent it, we must turn to the public health services."

Then he went on to say that violence was an epidemic in the United States in the same way that you would define, say, an epidemic of measles. You always have a certain low level going through the population, and then every once in a while it builds up to the point where you have an epidemic. He says they have an epidemic of violence.

They have some 30 to 100 Jack the Rippers operating in the United States. You remember that Jack the Ripper made the news, and it was made into stories, movies and plays and everything else, by killing five prostitutes back in the late 1800s. There are between 30 and 100 of these guys operating in the United States today who are running up totals of 35 or so. Who knows what the top is? They attribute a lot of this to the type of programming they are getting through the media, through magazines and the whole bit.

Anyway, these people have highlighted this, and I think they had a great deal to do with bringing about the changes that the Minister of Consumer and Commercial Relations (Mr. Elgie) is bringing out; but they did it with their own pocketbooks. There are three people who have put up \$25,000 of their own money. They have asked the government for help, but have been turned down.

Hon. Mr. Dean: To whom did they address their request?

Mr. McGuigan: The article really did not say. It just says they addressed the government, asking for—

Hon. Mr. Dean: Was that the Ontario government?

Mr. McGuigan: Yes. It is the Canadian Coalition Against Violent Entertainment group from Hamilton. Since we have just passed the end of the year and there are a lot of odds and ends to be cleaned up, surely you will find some money that was not spent.

Hon. Mr. Dean: I do not know about that.

Mr. McGuigan: If there is ever a time of year to do it, and there are some discretionary—

Hon. Mr. Dean: If there is ever a time of year to do it, this is not it. Everything has been gathered together from last year and the allocation for this year has been fixed. In fact, there has already been a constraint put on the original allocation.

The other thing is that, much as I would like to, that is not something this secretariat can really do. We do not have that kind of funding ability.

What I can do is fulfil the role you mentioned as a sort of conscience for the social policy field and see where anything might come from. Maybe you could give me the information.

Mr. McGuigan: Margaret Birch found them \$12,000 at the end of last year.

Hon. Mr. Dean: Did she? You did not tell me about that.

Mr. McGuigan: Here it is: "To date, three CCAVE and action group members have contributed \$6,800. Some other CCAVE members have given \$2,560. An appeal to those in attendance, many of whom are now CCAVE members, resulted in 34 contributions totalling \$1,145. Three people have taken personal loans totalling \$25,000."

These people are not rich people; they are people who are concerned about these matters. I am not saying you have to look for the whole amount, but I think we do, as a society, owe a great debt to these people who gathered together such a star gathering of people and did it because they were concerned. I would like to see them get some help.

Hon. Mr. Dean: If you will be good enough to give me the particulars, I will take it upon myself to see what we can find out. The first thing I shall do is to consult my predecessor and see where her private store of \$12,000 was.

Mr. McGuigan: She gave it to the chap who is doing Bliss symbols.

Hon. Mr. Dean: Under the disabled.

Mr. McGuigan: She even gave me the cheque to deliver.

Hon. Mr. Dean: I bet you hated to see her leave.

Mr. McGuigan: I sure did.

The other thing is the matter of co-ordination in this business of rest homes and nursing homes. I have a very bad situation in my riding. One end of the riding has lost its nursing homes because they said you could not have a small nursing home since it lacked the economy of scale. They moved two of the small nursing homes to Chatham to make a larger nursing home. Of course, it means the people in the smaller communities do not have that service and their elderly have to go to Chatham.

Yet a chap has come into that part of the riding, has built a big rest home and has designed part of it for a nursing home. Some day, I am sure, he is expecting to get some nursing home beds. The point is we need to integrate rest homes and nursing homes.

Hon. Mr. Dean: Because that whole question to a great extent does involve the conflict between the private sector, the Ministry of Community and Social Services and the Ministry of Health, it is under active consideration by the ministries. We are awaiting breathlessly their respective positions so we will have something to set forth clearly as to how the different ministries see their role and the role of the private sector so we can rationalize and co-ordinate it.

I agree with you that the whole field needs urgent attention.

Mr. McGuigan: Grab a few tomatoes and throw a few at those fellows and get them moving.

Hon. Mr. Dean: They are too good to throw.

Mr. Chairman: Do you have any comment you want to make?

6 p.m.

Hon. Mr. Dean: I have just one last thing which does not bear relation to what Mr. McGuigan was saying, just before you close this off.

There was a question raised by Ms. Copps and a lot of other people about why this year is the bicentennial of Ontario. Some other date would suit those people better.

We have discovered in some of the bicentennial information something that will be very interesting to most of you. We have copies for members of the committee. This is a centennial bulletin from 1884, published by the county council of Lincoln on August 14, and it mentions all the distinguished people who are the patrons and the general committee.

The interesting thing about the whole thing is this was a provincial celebration, as some of the other information in here will tell you, under the distinguished premiership of Sir Oliver Mowat.

Mr. Shymko: Who was a Liberal Premier.

Hon. Mr. Dean: Yes, that was about the last time we had a Liberal Premier, excluding Mitch.

Mr. Shymko: And Don Boudria was planning to boycott the bicentennial celebrations.

Hon. Mr. Dean: Maybe he has never heard of Sir Oliver Mowat. Sir Oliver was the longest reigning Ontario Premier. We hope our present Premier might equal or exceed that record but, at the present time, Sir Oliver Mowat, that distinguished Liberal from the last century, was certainly no slouch when it came to recognizing a centennial.

I am sure, were he here today, he would not only recognize our bicentennial but also the sesquicentennial of Toronto because, in some of the rest of this illegible paper, there is a reference to the semicentennial of Toronto.

We think this is an unexpected endorsement of the information we had earlier, when the government decided this was the right year.

Mr. McGuigan: You will be happy to know that I did some searching into my ancestry and I have a United Empire Loyalist away back there.

Hon. Mr. Dean: I thought maybe you were it.

Mr. McGuigan: Not quite.

Hon. Mr. Dean: Not quite 200 years.

Mr. Chairman: On that note, shall vote 2901 carry?

Vote 2901 agreed to.

Mr. Chairman: Shall I report the estimates of the Provincial Secretariat for Social Development to the House? Agreed.

This completes consideration of the estimates of the Social Development policy field.

The committee is adjourned until after the orders of the day tomorrow.

The committee adjourned at 6:05 p.m.

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From the Provincial Secretariat for Social Development:

Crawford, L., Provincial Co-ordinator, Seniors Secretariat



Ontario

No. S-3

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Health

Fourth Session, 32nd Parliament
Monday, October 29, 1984



Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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Contents of the proceedings reported in this issue of Hansard appears at the back, together with an alphabetical list of the speakers taking part.

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Monday, October 29, 1984

The committee met at 3:45 p.m. in room 151.

ESTIMATES, MINISTRY OF HEALTH

Mr. Chairman: I see a quorum. Today we have the estimates of the Ministry of Health, and the Minister of Health is on stage. Does the minister have copies of his statement for the members of the committee?

Hon. Mr. Norton: Mr. Chairman, to hold the audience, I thought we might hand them out later, but perhaps it is the wish of the committee to have them now.

Mr. Chairman: I think they would like to follow it.

Hon. Mr. Norton: Do you think so? It is always very distracting for a speaker to have people flipping pages, but if you wish I will accede to your request since the committee has been very generous with regard to time allocations.

Mr. Chairman: He said yes.

Clerk of the Committee: I do not have one.

Mr. Chairman: You can start in the meantime.

Hon. Mr. Norton: Mr. Chairman, while the statements are being circulated and before getting into the details of the opening remarks, I would like to express my appreciation to the committee for its co-operation in rearranging the time and the hours of our meetings. We have shifted to switch places with the Ministry of Community and Social Services and, given the other events that are taking place within my party, I might have a little more flexibility in my time later in the fall.

The ministry staff has prepared a number of audio-visual presentations that might be of interest to the members of the committee during the course of the estimates discussions. We will make them available at any point you wish to have them. Immediately following my remarks, a list of them will be circulated to you. If you will then indicate which presentations you wish to see, the staff will make the necessary arrangements.

If you will permit one suggestion, the demonstration of the central bed registry now in operation in Hamilton might prove to be of some interest to the members. The registry has had a

major impact on the more effective use of hospital resources in that city, and I will be discussing our plans for implementing central bed registry technology in other Ontario centres later in my remarks.

I am pleased to present the estimates of the Ontario Ministry of Health for the fiscal year 1984-85. The 1984-85 budget of the ministry totals \$8.2 billion. That represents 30.6 per cent of the provincial government's total estimated expenditure of \$26.8 billion for 1984-85 and is the largest amount allocated to any ministry of the government. The ministry itself employs 10,339 classified personnel. It funds 220 public hospitals, 17 private hospitals, 17 children's and adult rehabilitation centres and 10 provincial psychiatric hospitals.

The major payments that make up the 1984-85 Health estimates are approximately as follows: \$2.4 billion to physicians and practitioners; \$4 billion to public hospitals; and \$1.8 billion for all other expenditures including drug benefits, clinical education and so on.

In the institutional sector, the ministry was funding, as of June 30, 1984, 36,808 acute care hospital beds, 13,030 chronic care hospital beds and 29,187 licensed nursing home beds. In addition, the government funds 12,944 extended care beds in homes for the aged through the Ministry of Community and Social Services.

As an example of the way in which the ministry serves the public, it should be noted that the ministry has 120 offices and facilities, such as laboratories, throughout the province. It funds 38 home care programs, 182 ambulance services and 43 local public health units. It has supported the development of 26 district health councils, which currently serve more than 90 per cent of the population, and the Ontario health insurance plan has 21 office locations which handle two million telephone inquiries a year.

While these few facts and figures give you an idea of the breadth of the health care system, they do not show the continuing pressures on that system which constantly push it to become even larger and to assume even higher costs. If we look at just two areas, we will see the kind of growth pressures I am talking about. For example, hospital funding has increased by \$287 million from 1983-84, and OHIP's budget has

increased by \$269 million from 1983-84. However, in addition to budget increases in those two areas there are many more pressures on the system.

Increasing demands for more community-based services, extended home care programs, health promotion projects, improved care for the elderly, high-technology equipment and community mental health programs all place a stress on the system. It was in response to these kinds of pressures, as well as others, that the Ministry of Health, in consultation with the major provider groups, decided the system should prepare to bring about a process of careful change and evolutionary reform.

The ministry called upon the assistance of the Ontario Council of Health and the district health councils to help in initiating the strategic planning process. I would like now to outline that process and how it is developing.

With the consultative process that began two years ago, the government, the health care provider groups, the institutions and the volunteer organizations and agencies promised to work together to develop a health care system that is both appropriate to and responsive to our changing health care environment.

Last year I asked those who had participated in the consultation process for their ideas about how we might proceed with phase 2. There was widespread support for moving ahead with consultative health care planning, and there was clear unanimity that the ministry should provide leadership in establishing goals and objectives.

I would like now to outline for the committee members our agenda for action, which I am confident will see us successfully through the next 12 months or so.

As a first step, I recently announced the creation of the Ontario Implementation Group on Health Promotion and Disease Prevention, under the chairmanship of Mr. Steve Podborski. Mr. Podborski is eminently qualified to take on that new responsibility. He has twice been named Ontario athlete of the year. A world cup ski champion, he is an officer of the Order of Canada and in 1981 was named chairman of the Canadian Paraplegic Association.

For many years Steve Podborski has also been a strong advocate of more effective health promotion and disease prevention activities. I suppose he is particularly well known for public positions he has taken on this issue.

I will expect this implementation group to advise me and to bring me recommendations for specific programs covering a whole range of

promotion and prevention activities, including preventive treatment. Membership will include representation from the district health councils, the scientific community, nutritionists, professionals in physical and health education and in alcohol and drug abuse. I expect all appointments to be completed and ready for announcement very shortly.

To create a support base for the implementation group, I am initiating a restructuring within the ministry organization. The office of health promotion under a senior ministry official will be created and charged with co-ordinating and implementing the promotion/prevention programs across all branches of the ministry.

I have also identified the five key areas that initially will be addressed: improved physical fitness, smoking cessation, alcohol moderation, good nutrition and, finally, increased awareness about personal responsibility for health. I do not mean anyone on the committee to think they are being targeted by these areas I have identified, but I suppose some of us might benefit from a careful review of them.

Mr. Cooke: How many times have you quit smoking?

Hon. Mr. Norton: Several. Many times, as a matter of fact.

Mr. Cooke: There is a third point down there.

Hon. Mr. Norton: That is right. I have always observed that, on most occasions.

Mr. Raymond: Only once in the past 21 weeks.

Hon. Mr. Norton: That is right. Only once in the past 21 weeks.

New attitudes about health are rapidly gaining ground in today's society. We see a new awareness among growing numbers of people that healthy lifestyles and good health have a direct cause and effect relationship. We are seeing a new concern to seek out those lifestyle choices that promote health. I believe, therefore, we are being offered an opportunity not to be missed. We must seize this time and move with determination, and I am convinced this new initiative on our part is destined to have a good measure of success.

Another action we have under way will have a positive impact on the operation of our public general hospitals. Some members of this committee will know that a computerized central bed registry has been functioning in the city of Hamilton since May 1983. The registry uses one of the computers at the Chedoke-McMaster Hospital, and terminals are located at five

general hospitals in Hamilton and at the region's ambulance dispatch centre. With this system, accurate information on the availability of hospital beds and the status of emergency rooms is available 24 hours a day to all participating facilities.

The system links physicians at the base hospital with ambulance personnel to make sure patients are directed without delay to the most appropriate available source of care. For patients who walk into emergency rooms and require admission, if an appropriate bed is not available at the contact hospital an available bed can be located immediately elsewhere.

The Hamilton experience has been an unqualified success for the effective operation of emergency services and for the more effective use of that city's hospital resources. Before the system went into place, for example, there were recurring complaints that the city was underbedded. Today physicians and hospital personnel find they are able to manage effectively with the resources available to them.

The ministry will now provide funding to establish similar computer registries in six additional hospital centres throughout Ontario: in Ottawa, Windsor, London, Sudbury, Thunder Bay and Metropolitan Toronto. Each of these cities was selected because it contains three or more hospitals. I have asked that planning begin immediately in five locations, with Thunder Bay to begin its planning during the next fiscal year.

A great deal of co-operation, communication and information sharing is going to be required in setting up a registry and to ensure that agreed-upon actions are followed through. I have therefore asked the district health councils to play the co-ordinating role in working with the key players, the hospitals and the doctors.

There is another important initiative that should be mentioned in this context. Recently I announced the creation of a new working committee with the sole task of developing a co-ordinated health data and information base for Ontario. This committee will be headed by Mr. Bill Nichols, the current vice-chairman of the Metropolitan Toronto District Health Council. He will be assisted by members from the Ontario Hospital Association, the Ontario Medical Association and the Registered Nurses Association of Ontario as well as by representatives of other provider groups.

The committee will consult and work with the major suppliers, users and analysts of data. It will identify the types of information needed, the types available and the gaps that now exist. The

committee is also charged with proposing to me a mechanism for establishing a co-ordinated data information base appropriate to this province's health care system.

This development is certain to give the ministry, the hospitals, the district health councils and, indeed, all our health-related institutions and organizations an invaluable tool for the planning, development and allocation of health care services. I also believe that as a direct result of this venture we will see a new spirit of co-operation and consultation flourish within the health care system.

The members of this committee are aware that our province's new Health Protection and Promotion Act, 1983, was proclaimed and came into force on July 1, 1984. I believe it is the most progressive public health legislation in North America, and as such it has great significance for the health and wellbeing of all Ontario residents.

The act focuses on the promotion of healthy lifestyles and the prevention of illness. In this respect it reflects a growing interest on the part of the general public in learning about what contributes to wellbeing and good health. The act and its regulations are designed to help people exercise greater responsibility in personal and family health by providing them with the necessary support services.

One of the distinguishing features of the legislation is that it represents several years of consultation with numerous committees and individuals from local health boards. The universities, the related health care professions, the general public and other ministries were also involved.

The new act clarifies the roles of our province's 43 boards of health and medical officers of health, who are responsible for ensuring the provision of public health services. It eliminates outdated and unnecessary provisions of the old act and has been designed as a concise statute that can be easily understood.

However, what sets the act apart from previous public health legislation is the requirement that throughout the province a basic core of seven standard health services now will be available. The required services are community sanitation, communicable disease control, preventive dentistry, family health, home care, nutrition and health education.

To ensure more effective control of communicable diseases, for example, boards of health now have strengthened responsibilities with respect to immunization. They will make information available about immunization and ensure

its provision through regular clinics and family physicians.

Hearing and vision testing and a health assessment is to be made available for each child before or upon entry to school.

For our growing elderly population, services will be available to assess their mental and physical wellbeing. Particular attention will be directed to high-risk seniors.

Some of these services and programs are already available through some of the 43 boards of health. However, in certain instances, new programs will have to be developed.

4 p.m.

While the act establishes standard levels of services for all boards of health, each board is free to introduce additional programs in response to local needs. Thus individual boards will continue to exercise the creativity they have shown in the past, which has been fundamental as input to this legislation.

We can be justly proud of this new Health Protection and Promotion Act. It represents the collective wisdom of Ontario's health professionals, numerous health-related interest groups, members of the general public, ministry personnel and the members of the House. I am confident the Health Protection and Promotion Act will lead to better health and better health protection for all residents of the province.

There have been other equally important developments in the priority area of public health.

I would like now to share with committee members details of our plan to formalize teaching and research within the public health sector through the introduction of teaching health units.

Affiliated with one of the five health sciences centres, a teaching health unit will serve as the public health counterpart to the teaching hospital. Teaching health units will become centres of excellence in public health service, teaching and research.

Through cross-appointments, teaching health units will promote a more positive interaction between professionals from the university setting and those in the field. This arrangement will, I am confident, create role models for the future generation of public health professionals.

Teaching health units will also offer greater exposure to public health concepts and techniques for undergraduate students planning careers in health care or health-related services. Through the program we hope to instil a community health orientation in young physicians, nurses and other practitioners and to

embed preventive attitudes throughout the health care system.

The ministry is now proceeding to implement a developmental plan for the formal introduction of teaching health units. The health sciences centres and the associated health units in Ottawa and Hamilton have completed their initial planning and have begun to develop pilot projects. The two health units that will be involved initially are Ottawa-Carleton and Hamilton-Wentworth.

Reflecting the ministry's commitment to strengthen French-language health services in the province, the Ottawa teaching health unit will become a bilingual centre for the training of public health personnel.

We believe teaching health units will improve the image and substance of public health by reinforcing the teaching and research base for the practice of community medicine, and we fully expect our investment to pay dividends through a higher level of community health across Ontario.

The provision of health care services for the elderly residents of Ontario is one of the major ongoing priorities of my ministry. Our objective here is twofold: first, to maintain the health and preserve the independence of elderly people so they may remain active members of our communities; and second, to provide access to an appropriate range of good institutional care when that becomes necessary.

Home care is an integral part of the continuum of service being provided to many elderly residents, and there are now 38 local home care programs in operation throughout the province. These services are directed at helping patients to attain and maintain their physical capacity for independent living.

In the 1983-84 fiscal year, 121,300 patients were individually assessed for admission to the home care programs.

Home care has two components, acute and chronic. The acute component of care has been available province-wide since 1974. The chronic component, which is of particular benefit to senior citizens and disabled people, was initiated in 1975 through three pilot projects. With the implementation of chronic home care in Metropolitan Toronto this past March, this component is now available province-wide.

It is estimated that about 10,000 patients will be admitted to the chronic home care program during the first full fiscal year of its operation.

The Ontario program in chiropody came in response to our concern about the provision of adequate foot care services throughout the

province. It was recognized there was a growing need for foot care expertise associated with the ageing population. It was also recognized that the loss of mobility among elderly people frequently brings about a requirement for institutional care.

It was, therefore, proposed that a chiropody service be established and that clinics be set up in hospitals, nursing homes and public health units throughout the province to meet the needs of local communities. It was further decided that we should train our own Ontario chiropodists in the community colleges. The program was established at George Brown College in 1981 with clinical teaching at the Toronto General Hospital.

Our first group of chiropodists graduated last year and they have been working in hospital clinics in Toronto. These chiropodists are salaried and the service is provided as an insured OHIP service to the patient. The program has been extremely well accepted and we are satisfied that the quality of care being offered is excellent.

In the coming year we expect that chiropodists will begin locating in other areas of the province so the aim of a provincial chiropody service can be achieved as soon as possible. The Ministry of Colleges and Universities has assisted us in reaching this goal by approving an increase in the class size at George Brown College to 36 from 24, effective this September.

Chiropodists are already providing a significant volume of services in the province, about 50,000 patient visits per year. This program, which is the first of its kind in Canada, is also providing young people in Ontario with an important new opportunity for a health care career.

Over the last few years, there has been a significant increase in the number of chronic care beds. As of June 30 of this year, there were 13,030 chronic care beds, including rehabilitation beds, an increase of 1,152 or almost 10 per cent over the last four years. The ministry has also addressed the need for additional chronic care beds by approving 548 new beds that are currently in various stages of construction.

In addition to new beds for the elderly, the ministry supports the development of geriatric day hospitals, and 21 are now in operation. These facilities offer an innovative alternative in the provision of care to the elderly, since they are able to receive hospital services without the need for admission.

In September the ministry distributed Interim Policy and Guidelines for Geriatric Day Hospi-

tals in Ontario to the district health councils, hospitals planning day hospital programs and those with day hospitals already in operation. This document will assist groups that are planning to develop new geriatric day hospitals and will guide agencies and officials responsible for reviewing such proposals.

Another promising development in meeting the health care needs of elderly residents has been the introduction of geriatric assessment units in the major teaching hospitals. A geriatric assessment unit consists of a number of short-stay beds and a specialized multidiscipline health care team. These geriatric specialists are able to diagnose the complex health problems of elderly people and to prescribe appropriate treatment.

The emphasis is on rehabilitation and returning patients to the community. When institutional care is required, placement is made in accordance with individual needs for nursing and/or medical care. Currently, 11 units provide 145 geriatric assessment beds in Ontario. Other proposals are now in various stages of development and several areas of the province are proposing regionalized geriatric assessment services to provide coverage throughout local districts.

Over the past year, the ministry has made considerable progress in ensuring that nursing home residents receive the best possible care. We have listened to the suggestions of citizen and advocacy groups, as well as those of the Ontario Nursing Home Association. As part of the joint efforts to improve quality of life standards, both the Ministry of Health and the Ontario Nursing Home Association have encouraged accreditation by the Canadian Council on Hospital Accreditation.

Effective January 1, 1984, voting status in the Ontario Nursing Home Association requires accreditation, or an application for accreditation accepted by the Canadian Council on Hospital Accreditation. Of the 332 nursing homes in the province, 163 are accredited and 71 have been accepted for survey, a total of 234 homes or 70 per cent.

4:10 p.m.

In the past year the ministry has intensified the enforcement of nursing home regulations. The 10 additional inspectors announced in the Legislature in December have now been hired and began their assignments in the field this past June.

In addition, the guidelines used by inspectors to examine whether a nursing home is in compliance with the regulations under the act

have been fully reviewed and strengthened. These guidelines promote consistency among inspectors in the manner in which the regulations are interpreted.

Our powers to deal with recalcitrant operators have also been strengthened. Effective January 1, 1984, a home that is found in noncompliance by an inspector must file a written compliance plan with the Ministry of Health within seven days or be liable to prosecution.

An experienced government prosecutor, Lloyd Budzinski, has been seconded from the Ministry of the Attorney General to assist us with legal actions. Since January this year charges have been laid against 19 nursing homes.

Also effective January 1 of this year, administrators of nursing homes are required to advise residents of their right to form a residents' council and to provide them with the opportunity to do so. Community and family participation in the councils is permitted at the discretion of the members.

The councils are encouraged to develop their role as an advocacy group, to speak for themselves regarding the resolution of any complaints and to represent the residents in matters affecting their quality of life. Each nursing home becomes a home to its residents, and this provides them with a mechanism for making decisions about their own environment.

Also effective January 1, regulations were introduced that provided an extension of a resident's right to retain his or her nursing home bed while temporarily in hospital. The new time limit during which the ministry will continue to pay the government portion of the per diem rate is 14 days, raised from a previous maximum of only 72 hours.

As a result of the passage of the Health Facilities Special Orders Act last June, the ministry is also equipped to act decisively in the event that the health or safety of nursing home residents is threatened. This measure allows the ministry to install interim management while a licence suspension or revocation is being reviewed.

Inspection and enforcement, however, represent only one dimension of our effort to improve the quality of life for nursing home residents.

The recently announced Nursing Home Residents' Complaints Committee under the chairmanship of Dr. Dorothea Crittenden will begin its work in December. This body will advise me and will deal with complaints originated by a nursing home resident, residents' council or a

representative which are not covered under the Nursing Homes Act and regulations.

The Nursing Home Residents' Complaints Committee will be composed of five regional sub-committees, each consisting of a vice-chairman and two members, from the north-western, northeastern, southwestern, southeastern and central areas. As chairman of the committee, Dr. Crittenden will conduct the central region meetings. She will also meet regularly with the regional vice-chairmen to promote consistency and co-operation in the activities of the committee.

Mr. Cooke: Does this mean she might sit next to you in estimates as in the old days?

Hon. Mr. Norton: I am sure she would be quite happy to do that. I am sure she misses you.

Mr. Cooke: She sure is not my hero.

Hon. Mr. Norton: She was always rather maternalistic, so I am sure she has a special place for you.

This type of regional approach will help to ensure that committee members are informed about local health care services and facilities and that they have strong links to the community.

As a second initiative affecting quality of life, the ministry will now undertake a thorough review of the role of advisory physicians in nursing homes. In carrying out the review, we will work closely with the Ontario Nursing Home Association and the Ontario Medical Association to develop guidelines for appropriate medical care in nursing homes and to ensure that the high standards for this care are being maintained.

I expect that as a result of this review we will see greater involvement of the advisory physicians in the day-to-day activities of nursing homes. I want to note that, beginning in 1985-86, the ministry will provide financial assistance to nursing homes that have introduced an advisory physician service.

For the third initiative, the Ministry of Health has agreed to provide a grant to the Ontario Association of Residents' Councils. The money will be used to encourage nursing home representation in the association from across the province. It will also be used to help further the association's goals and objectives with regard to nursing home living.

In 1972 extended care became a health insurance benefit in Ontario and the nursing home industry, which had been largely unsupervised, became subject to regulation. Some homes which predate the extension of medicare have been permitted to defer correcting certain

structural and environmental shortcomings which affect living conditions in the homes.

This policy was justified for two reasons. First, the province needed the nursing home beds to accommodate the number of senior citizens requiring them. Second, the owners were entitled to a reasonable length of time to gather the financial and other resources necessary for what in some cases would be major reconstruction.

My ministry will now take action regarding these structural and environmental shortcomings under the recently announced Compliance Plan Review Board.

Under the chairmanship of Mr. Sam Ruth, president of the Baycrest Foundation, the Compliance Plan Review Board will act as an advisory board to consider the specific requirements of each nursing home and to make recommendations to me. Individual nursing home operators will bring any difficulties in achieving compliance to the board for discussion and advice. It may also look at future structural guidelines for nursing homes in Ontario.

I am confident we are taking every necessary step to make nursing homes in this province adaptable and appropriate to the needs of the growing elderly population. Clearly, more work still needs to be done and will be done. My ministry, the nursing home industry and the citizen and advocacy groups must now proceed to accomplish our objectives in a spirit of mutual support and co-operation.

Since the last estimates presentation to this committee several important events have occurred in the planning and development of our province's emergency health services system.

The implementation of the pilot paramedic program has been one of its proudest achievements. Training of 54 student paramedics began on January 9 of this year at the Toronto Institute of Medical Technology. There have now been nine classes of six students each.

In Toronto, the Toronto General Hospital and Sunnybrook Medical Centre have been designated as base hospitals and the Hospital for Sick Children as an associate. In Hamilton, the McMaster University Medical Centre has been designated as a base hospital with Chedoke Hospital as a backup.

Students successfully completing the paramedic training will be able to perform a number of delegated medical acts associated with the emergency care of heart attack and accident victims. Upon successful completion of the training program, students will then be certified by the Ministry of Health. Detailed evaluations

will be carried out on this pilot program, as well as on the program's impact on patient survival.

We expect the experience thus gained will assist in introducing the paramedic concept in several additional Ontario cities over the next few years. In the meantime, the interest generated by this project has provided an opportunity to encourage emergency-related health service actions in a number of communities.

These actions, such as citizen cardiopulmonary resuscitation training and the introduction of telephone number 911, are not only necessary to establish a paramedic program, but they represent major improvements to a community's public safety response capability.

With respect to paramedics in the northern air ambulance services, it has been determined after careful review and evaluation that the education and clinical components of the pilot project for the Thunder Bay and Sudbury ambulance services should be taught in those communities.

Meetings have been held with the Sudbury General Hospital and the McKellar General Hospital to discuss the extension of the Toronto-based program. With the approval of the medical advisory committees, the hospitals have agreed to evaluate their resources and to report back to the ministry regarding their capability to provide the paramedic training program. We expect training will begin before the end of the current fiscal year.

4:20 p.m.

As part of our effort to improve the transfer of patients between hospitals, the ministry has introduced the use of critical care transport units in the province. These vehicles contain highly sophisticated advanced life support equipment and are used in transporting seriously ill and injured patients to major medical centres from community hospitals in the surrounding districts.

The vehicles are staffed by physicians and nurses from the sending hospitals. The first vehicle was stationed in London and has been serving southwestern Ontario since November 1982. A second vehicle was delivered to Kingston and surrounding area in June 1984 and a third was recently announced for Hamilton.

In the Windsor area, significant improvements have also been made to ambulance services. These resulted from an operational review conducted by the ministry and included the addition of 12 ambulance attendants, two assistant managers and two new ambulance stations.

Mr. Cooke: You might want to give credit to the Windsor members.

Hon. Mr. Norton: I am not sure. Was their contribution constructive? We can debate that later. Of course, I give you credit, David.

Mr. Cooke: I was sharing it with the member for Windsor-Sandwich (Mr. Wrye).

Hon. Mr. Norton: I am sorry. I did not notice he was sitting here.

Mr. Wrye: I know what my first question will be.

Hon. Mr. Norton: In 1980 cabinet approved the ministry's plan for the establishment and direct operation of a province-wide central ambulance dispatch services system. We now have 15 CADS centres in operation and plan to have a total of 17 functioning by 1986-87 to complete the provincial network.

The CADS communications centre, through modern communications and electronics technology, is able to receive calls, dispatch ambulances and direct and monitor the delivery of pre-hospital and interhospital emergency care services. A CADS system is also capable of rapidly mobilizing, deploying and co-ordinating ambulance, hospital and other resources to respond to regional emergency situations.

Based on the ministry's experience to date, with the implementation and operation of the existing 15 central ambulance dispatch services, we believe a fully implemented CADS system will help to reduce ambulance costs as well as the response time to emergency calls.

With the implementation of an increasingly complex emergency health services system, a series of information systems capable of meeting all the currently known management information needs is essential. The ministry is taking steps to develop a new management information system for EHS which will take full advantage of modern technology to improve productivity, reduce information costs and provide more and better management information.

At this year's annual district health council conference, the first series of discussion papers for developing a comprehensive EHS system in Ontario was released. The first document reflects my ministry's commitment to provide leadership and guidance to local planners and providers by setting out a coherent set of goals, objectives, priorities and guidelines.

As the documents are released, they will become the subject of a consultative process among the related health service providers, consumers and the ministry. This type of consultation will give all groups concerned the opportunity to comment on the appropriateness

of the selected initiatives before they become established policies and programs.

Our provincial EHS advisory committee, which is meeting regularly under the chairmanship of Dr. Arthur Scott, anaesthetist-in-chief, Toronto General Hospital, has examined the role of base hospitals in a comprehensive EHS system, the process for designating them and their operational requirements. The committee has also reviewed the criteria for trauma centres and has provided input into the evaluation of the paramedic pilot project.

The ministry is now satisfied that we have completed the initial steps in EHS systems development. We have built public awareness and consensus, established a working data base and set up inventories of existing resources. The ministry believes EHS planners, providers and consumers are ready to proceed to the next phase, which involves the development of the detailed action.

A recently published report on the financial health of Canadian hospitals indicates that hospitals in Ontario are in an extremely good position compared to those in other provinces, and are in an exceptionally good position compared to those in the United States.

Several measures of financial status were used in this study, including liquidity, profitability and a composite measure called overall financial viability. On the liquidity measure Ontario and Saskatchewan set the most favourable pattern, and on the profitability measure Ontario and Manitoba had the best values. On the composite measure Ontario and Saskatchewan had the best values, reflecting a stable financial situation.

Hospitals in Ontario received an average increase of eight per cent in provincial funding grants in 1984-85. The increases were based on a funding formula with the following components: a general increase of five per cent; an additional one per cent increase for hospitals with fewer than 50 acute care beds or a ministry allocation less than \$2.85 million; an adjustment for the cost of new programs or services approved by the ministry and begun during 1983-84 and those approved to begin in 1984-85; a provision to recognize growth in patient care activity; and finally, an adjustment to fund work load increases associated with high-technology life support programs.

I might add to my reference to the situation in the United States: I was recently at a meeting where it was indicated that over the past slightly more than a year there have been 150 hospital bankruptcies in the United States, with a further

1,000 bankruptcies projected before the end of this decade. Looking at the difficulties we face in terms of funding pressures in this province, we have a lot to be grateful for when we look at the experience in other jurisdictions, not only in the US but even elsewhere in Canada.

Mr. Cooke: That says something about private versus nonprofit.

Hon. Mr. Norton: Not necessarily; it says more about the way in which the funding is provided. That does not necessarily mean it makes a distinction between private or public management.

Capital expenditure on hospital construction and renovation has been restrained in recent years. The ministry is pleased to announce, however, that the approved allocation has been increased to approximately \$140 million this current fiscal year from \$120 million last year.

The Simcoe Hall Children's Treatment Centre in Oshawa was replaced and the new facility opened in 1983 at a project cost of \$2.3 million, as did the replacement facility for the Chesley and District Memorial Hospital with a project cost of \$2 million. In May 1984, a replacement hospital for the Hawkesbury and District General Hospital opened at a cost of \$16.6 million. In Owen Sound, construction has begun on a replacement hospital, the Grey Bruce District Health Centre. Estimated project cost is \$53.4 million.

Direct ministry support for each of these capital projects is approximately two thirds of the total project cost, with each hospital providing the balance of the funding.

The following hospitals are under construction and will open towards the end of this fiscal year or in 1985-86: Attawapiskat at Moosonee, London Parkwood, Baycrest, Salvation Army Grace, and Credit Valley in Mississauga.

Some of the new programs include the opening of 11 critical care beds in London; the opening of 22 chronic care beds and ambulatory care programs at the Willet Hospital in Paris; 38 chronic care beds in the Hamilton Civic; a day surgery and endoscopy suite at the Belleville General and an 18-bed geriatric assessment unit at the Ottawa Civic Hospital.

There has been an increase of 172 acute care beds since March 1983 and 525 beds under construction.

The BOND program, or the business-oriented new development program, was developed to encourage hospitals to become more businesslike in their operations. BOND encourages hospitals to exercise greater control over their own affairs

and offers opportunities through incentives to hospitals to use public funds more effectively.

While BOND has been and will remain essentially a business or a financial plan, it can also have a definite impact on patient care. First, hospital managers now have a much greater incentive to seek out new and improved ways to rationalize patient care services within a hospital centre or within a planning area.

4:30 p.m.

Second, the accumulated and retained surpluses now available to hospitals can be re-invested back into new programs—into enhancement of existing programs, for example, into staff improvements, technological improvements and other measures that can directly benefit the quality of patient care.

Based on our experience, it is clear that many hospitals have taken advantage of incentives, most hospitals have shown improved employee productivity and the number of hospitals in the province with operating deficits has declined dramatically.

In association with the Ontario Hospital Association and the Ontario Council of Administrators of Teaching Hospitals, the ministry is seeking a meaningful way to measure how hospitals do their jobs and how effectively they meet the needs of their communities. Consistent with this concern, the ministry has made a grant of \$250,000 to both Kingston General and London's University Hospital to research and develop new ways of measuring hospital performance.

The two research projects will examine how the treatment of specific types of illness and injury affects the use and the cost of hospital resources. These two projects will be monitored by a steering committee made up of representatives from the ministry, the Ontario Hospital Association and the Ontario Council of Administrators of Teaching Hospitals, and by individual hospitals throughout the province. The steering committee will make other hospitals aware of the projects' techniques and the results as they progress and will offer help to those institutions that might wish to apply them to their own management practices.

We expect the two pilot projects in case mix management will be completed in mid-1985.

In April of this year, a regional sexual assault centre was opened at Women's College Hospital in Toronto, the first of as many as five such centres that will be established within the next two years. Located on the ground floor of the hospital, the centre is open 24 hours a day to

provide immediate and sympathetic care for sexually assaulted victims. This and other proposed centres will treat patients who come in on their own, as well as those referred by neighbouring hospitals or police and social agencies.

The Metropolitan Toronto District Health Council, in consultation with area hospitals, will be asked to designate the location of other centres in Metropolitan Toronto. The ministries of the Attorney General and the Solicitor General and the Provincial Secretariat for Justice will then collaborate on the establishment and operation of these centres. The establishment of this type of treatment centre has been identified as a top priority by the ministry's advisory committee on women's health issues.

In May 1981 Dr. Gil Heseltine of the University of Western Ontario was contracted by the Ministry of Health to review and assess the current mental health services in Ontario and to recommend policy directions for their future development and delivery. His review included hospitals, community programs and agencies, and our relationships with other ministries such as Community and Social Services and the Attorney General.

In November 1982, Dr. Heseltine submitted his interim discussion paper, *Blueprint for Change: The Next Ten Years*. In early 1983 he travelled throughout the province to present his findings and to receive feedback on his interim document. Meetings were attended by representatives from a wide variety of interested groups, such as the district health councils, public hospitals, the Ontario Public Service Employees' Union and local branches of the Canadian Mental Health Association.

Following this consultation process, Dr. Heseltine's final discussion paper, *Towards a Blueprint for Change: A Mental Health Policy and Program Perspective*, was submitted to me in December 1983. This document covers a wide range of topics, including the distribution of mental health services, planning and co-ordination and continuity of care. Dr. Heseltine also discusses specific services such as child and adolescent programs, rehabilitation and maintenance, forensic services and psychogeriatric care.

This latest document has been distributed to other provincial ministries as well as the Ministry of Health and to groups with a special interest in mental health. Our intention is to obtain as much comprehensive feedback as we can. Ministry of Health staff are now reviewing and consolidating all the responses to the document. These views

and opinions, along with Dr. Heseltine's recommendations, will be given full consideration in planning for the future development of mental health services in the province.

The community mental health services program funds community-based programs for people needing mental health or alcohol and drug addiction services. Currently, 256 programs are being funded for a total allocation of \$47.5 million. These programs are designed to reduce the frequency and duration of admission to psychiatric facilities, to provide treatment to the patient in the home and the community and to reduce the risk of mental disorders in high-risk groups.

Drug and alcohol addiction programs were brought under the administrative umbrella of the community mental health services program in the spring of 1983. Of the 256 programs currently funded by the Ministry of Health, 50 are for addiction services such as detoxification centres, assessment and referral services, and residential and outpatient treatment programs. All programs accepted for funding have been subject to the advice of the district health councils or, where a district health council does not exist, any other recognized health care planning body designated by the ministry.

On February 14, 1984, I announced the appointment of Windsor lawyer Charles J. Clark, QC, to head a review to examine the current practice of electroconvulsive therapy and to recommend guidelines for its use. Subsequently, 15 members of the committee were appointed representing a cross-section of disciplines, including psychiatry, psychology, bioethics, law, hospital administration and lay representation. The members of the committee act as an advisory board to the chairman, who will be responsible for formulating the recommendations and producing the final report.

An advertisement stating the terms of reference of the review committee was widely published in both French and English newspapers throughout the province. The ad asked organizations and individuals with an interest in this matter to make their written submissions to the committee by November 15.

The Oak Ridge division of the Penetanguishene Mental Health Centre is the only maximum-security psychiatric treatment unit in Ontario. Approximately half the patients at the Oak Ridge division have been referred there by the courts. Some have been found not guilty of a crime by reason of insanity; some have been found unfit to stand trial. The courts also send patients to the

Oak Ridge division on warrants of remand for assessment at the forensic unit.

The balance of the patient population is referred from the 10 regional provincial psychiatric hospitals or from the general hospital psychiatric units. Like other programs of the Penetanguishene Mental Health Centre, the focus of the Oak Ridge division is on active treatment.

In order to test the effectiveness of current treatment programs, a seven-member committee chaired by Dr. S. J. Hucker, chief of forensic service at the Clarke Institute of Psychiatry, has been appointed to conduct an independent review of the Oak Ridge division. This review, now under way, is examining existing programs and the suitability of a maximum-security environment for patients. The committee will also outline the elements of an appropriate program evaluation process. I expect the review committee to submit its findings and recommendations to me early in the new year.

We have eight community advisory boards appointed to psychiatric hospitals in the province. Reporting directly to me, the boards' mandate includes the promotion of community understanding and awareness of mental health issues and assisting the hospitals in identifying and responding to the needs of their communities. At present, boards are in place at the psychiatric hospitals in Brockville, Hamilton, Kingston, Lakehead, London, North Bay, St. Thomas and Whitby.

Appointment of a board for the Queen Street Mental Health Centre was deferred pending the implementation of that hospital's 1981 organizational review. This has now been completed, and the process of seeking nominations for the community advisory board has been initiated by my staff. Similarly, I expect we will soon be announcing the appointments to the community advisory board for the Penetanguishene Mental Health Centre.

4:40 p.m.

For some time now the ministry has been working to obtain university affiliations for all provincial psychiatric hospitals. I am convinced this would enhance the teaching and research component in our psychiatric facilities and attract additional qualified psychiatrists to work in the hospital setting.

At present, four of the provincial psychiatric hospitals have formal university affiliations. The most recent agreement between Brockville Psychiatric Hospital and the University of Ottawa was signed on September 20 of this year.

Negotiations for the remaining hospitals are continuing and will receive priority attention.

In 1983, the ministry provided a \$1.5-million grant to the Ontario division of the Canadian Mental Health Association to develop a major educational program. The focus was to promote greater awareness among the Ontario public about the needs of people who are struggling with mental illness, to educate citizens about the facts of mental illness and to counter the many myths and misconceptions that unfortunately still exist.

The public awareness and information program has consisted of staff training seminars, the preparation and distribution of brochures, and television and newspaper advertising campaigns.

I am pleased that the ministry was able to provide additional funding of \$586,000 in June 1984 for implementation of phase 2 of this important public education program.

The development of more community-based health care services has been a planned evolution within the Ontario health care system. To further this development, this year we released the guidelines and submission procedures for community health centres at the district health council annual conference.

CHCs are eligible to receive funding to provide identified primary care and treatment services to specific population groups. Ten existing CHCs are now in the process of negotiating program-based budgets with my ministry.

Two new community health centres have recently received budget approval from the ministry. They have been given the necessary pre-operational funding prior to beginning the provision of patient services later this fall. Our two newest additions are the Parkdale Community Health Centre in Toronto and the Merrickville District Medical Centre. Several other CHC proposals are also under development, including prospective organizations in Hamilton and Ottawa.

A different type of opportunity for those interested in developing alternative models for the provision of health care is found in health service organizations. Eighteen HSOs are now operating in Ontario and each has developed a roster of patients who agree to use the health service organization for their primary care needs. Payment is based on a monthly capitation basis in lieu of fee-for-service payments.

Mr. Chairman: Decapitation?

Hon. Mr. Norton: No, not decapitation; that is only if there is an overpayment, then we have to decapitate.

It is worth noting that the majority of health service organizations show a lower hospital utilization rate among their patients than exists among the general populace.

HSOs that are able to demonstrate this less acute hospitalization pattern receive an additional incentive payment from the ministry to develop noninstitutional-based services.

Like community health centres, health service organizations are no longer considered to be experimental but are recognized as legitimate and important alternatives to our more traditional models of providing health care services in Ontario.

The provision of health support services in the school setting will be an important aspect of implementing the Education Act of 1980. The ministries of Education, Community and Social Services, and Health have agreed upon a responsibility model that includes my ministry's responsibilities in the areas of service delivery training, and direction and consultation.

Due to the experience of the home care program and its availability province-wide, for example, this program is particularly suited to assume responsibility for providing health services in the school setting. However, where services are already being provided by the crippled children's centres and rehabilitation centres, such service delivery will continue.

The target date for implementation for Bill 82 is September 1985. Regional workshops have been held across the province for all home care program staff and the appropriate service agencies. Regional meetings with school boards are now in progress in association with the Ministry of Community and Social Services and the Ministry of Education, and a tri-ministry committee has been formed to effect implementation.

The ministry continues to expand and improve primary health services for residents of northern Ontario. We are particularly committed to enhancing programs which bring such services to them. This approach has practical long-term benefits. It emphasizes, not undermines, the need for continuing development of medical capabilities in the north. The underserved area program has played a key role in providing primary health care services across northern Ontario.

A very successful year for the recruitment of psychiatrists for Ontario has also been achieved and 43 are now on site. An extensive advertising campaign was carried out in British and American medical journals. Recruitment posters were sent to all university medical schools in Canada,

Britain, Ireland and the United States. Ministry staff also attended several national and international psychiatric meetings. It was because of these strong recruitment campaign efforts that we achieved such a positive measure of success.

Our five Ontario medical schools encourage training experiences for students in urban and rural northern centres. Since 1972, my ministry has funded the northern Ontario medical program, which provides a training experience in the northwestern areas, from Marathon in the east to Kenora in the west, for undergraduate and postgraduate students.

The 1983-84 academic year saw 125 trainees select a rotational training opportunity under this program, the highest number since its inception. Of 210 doctors, more than 25 per cent subsequently established practice in northern Ontario.

There are a number of other northern training programs, including the eastern Ontario medical program. Here, the ministry funds rotational training experiences in Sudbury for francophone medical students from the University of Ottawa.

When emergency dictates that patients must be transported to major medical centres, air ambulance services are utilized. The system which serves northern Ontario residents is unparalleled in Canada. Last year alone, our five air ambulances flew almost 2,500 critically ill or injured patients from outlying areas to major medical centres.

There are several other developments in northern health care services that I want to mention at this point. First, a new general hospital is to be built in North Bay, amalgamating the Civic and St. Joseph's General Hospitals, and the North Bay Psychiatric Hospital will be redeveloped. The new amalgamated hospital will be built at an estimated cost of \$65 million. Its construction will bring the total number of general hospital beds in the North Bay area to 396 from 364. At present, St. Joseph's has 171 beds and the Civic has 193.

4:50 p.m.

In addition, a comprehensive mental health study will examine needs and services across northeastern Ontario. The study will review inpatient and outpatient services, as well as community-based mental health programs for the areas of North Bay, Sudbury, Sault Ste. Marie and Timmins.

A steering committee will be appointed to establish the study's terms of reference, and the ministry will ask for input from district health councils in northeastern Ontario, as well as from the community advisory board of North Bay

Psychiatric Hospital. Once those are complete, there will be a call for tenders. The study, to be conducted by outside consultants, is expected to be completed by the end of 1985.

Second, I want to inform the members of this committee that the ministry has accepted the recommendation of the interim board of Timmins District Hospital to build a new facility for that region. Previous studies under the direction of the Cochrane District Health Council have recommended 306 beds for the Timmins Hospital Centre. This represents an increase of 57 beds over the 249 that are currently available at St. Mary's General Hospital and Porcupine General Hospital.

We are now approving the hiring of hospital planning consultants so that we may move ahead with developing the functional program for the new hospital. This study will determine the scope of services to be provided at the new hospital, the work load anticipated and the staffing and the space that will be required. I expect the consultants will be hired within the next few weeks. I also expect the architects will be chosen in the spring of 1985, when the functional program has been completed.

Finally, I am pleased to say that a new cancer treatment centre will be constructed at Laurentian Hospital in Sudbury. In developing the centre, both Laurentian and my ministry worked closely with the Ontario Cancer Treatment and Research Foundation, the Princess Margaret Hospital in Toronto and the Ontario Cancer Institute. Laurentian's cancer planning committee played an invaluable role, with broad representation from the whole Sudbury community. It was a genuine community effort. I want to thank the members for their fine work and planning for this new development. I am confident its presence will bring considerable support, care and reassurance to cancer patients and their families in northeastern Ontario.

In January 1984 the ministry began a study of French-language patient services in nine of our province's public general hospitals. The private consultants who conducted the study also provided the hospitals with an implementation/work plan. This plan was designed to assist the institutions in delivering necessary health care services to francophone patients.

To date, seven hospitals have approved the program and are in the process of ensuring that all departments have the required francophone components. This will complete phase 1 of the study. The executive directors of the hospitals will be provided with advice and guidance to

ensure that the objectives of the work plan are being met and that the tasks assigned to various hospital departments are being carried out. This will conclude phase 2 of the study.

Similar studies will be conducted during 1985 and 1986 in some 20 other public general hospitals.

The ministry is also proceeding with a francophone services study in two psychiatric hospitals. Brockville Psychiatric Hospital and North Bay Psychiatric Hospital have been chosen. These studies will begin in November and should be completed early in 1985.

On May 1, 1984, the ministry and the Ontario Medical Association announced that standards and technology had been developed to allow more medical practitioners to submit OHIP claims by an automated billing process. This step is the most recent in a series of changes that are gradually moving OHIP away from employing a manually operated card input system. Almost 72 million medical claims a year are processed by OHIP. That works out to about 10 claims per second, on average, for each working day.

Various branches of the ministry collaborated on this project, enabling OHIP to be ready when the first doctor submitted a computer-produced claim. OHIP district offices around the province offer specification manuals and technical advice to any doctor or software supplier who requests information. Advantages of the new technology for OHIP include enhancement of confidentiality and fewer errors.

Doctors are able to submit their billings on a weekly rather than a monthly basis. This distributes OHIP's work load more evenly, smoothing out the significant operating peaks and valleys in claims processing. Also, claims that are rejected because of missing information, for example, can be reported more quickly, allowing practitioners to resubmit their claims and receive payment without delay.

The province's district health councils are essential players in planning and co-ordinating the development of health care services in local communities and regions. During the past year, the range of their activities has expanded and they have taken on a major role as partners with my ministry in defining the future shape of our health care system.

For example, 16 councils have established committees to develop health promotion and disease prevention programs in their communities and eight have already completed studies in this area. Most district health councils have also established emergency services planning com-

mittees, and all have nominated representatives to the six area committees on emergency care.

Other developments this year include the establishment of a steering committee to assess local support for a council in the district of Parry Sound and Muskoka and the startup of the Simcoe District Health Council. I will receive the report of the Parry Sound-Muskoka committee in the spring of 1985, and this will help us determine whether a council will be created in that area.

The county of Simcoe council, which was established late last year, is now well on its way. It has organized its own planning committee structures, hired staff and begun work on a comprehensive health needs study of the county.

The delivery of French-language health care services to Franco-Ontarians continues to be a priority. Three district health councils—Thunder Bay, Cochrane and Seaway Valley—are now mounting studies to determine the current availability of services in both official languages in their communities. The studies will identify if and where gaps exist and recommend appropriate solutions. Similar studies will be extended to other designated bilingual areas of the province in the near future.

In addition to all these initiatives, councils have continued their long-standing commitment to planning long-term care and mental health care services, to reviewing plans for new and expanded hospital and community-based health care programs and to promoting the rationalization of our health care system. Councils also received funding for 48 new special projects last year. These projects produce the background and information that is needed to substantiate DHC recommendations for new and expanded health care services in their regions.

We now have 26 district health councils active throughout the province serving the health care needs of approximately 92 per cent of the population. I want to point out that DHC membership is made up 40 per cent of health care consumers, 40 per cent of provider groups and 20 per cent of local government representatives.

Mr. Cooke: Almost 100 per cent Tories.

Hon. Mr. Norton: No; actually, the recommendations do not even come forward from such sources. I have no way of knowing what the political affiliation is any of them; the recommendations come forward from the councils.

Mr. Cooke: I know.

Hon. Mr. Norton: The councils represent a truly innovative approach to decentralized planning and developing of health care services

appropriate to the regions and districts of our province.

The development of a health system appropriate to the Ontario environment requires a strong research component, one that is of high scientific quality and, equally important, is responsive to the service priorities of this province.

The Health Research and Development Council of Ontario was established in 1983 to provide advice from an independent external body closely tied to the research community. The chairman of the new council, Dr. H. Garfield Kelly, former vice-principal of health sciences at Queen's University in Kingston, was appointed by me in April 1984. The council now has 16 members, who have been selected from across the province.

The council is to provide me with advice on matters of health research policy, health research priorities and the principles of health research program design. To do this, the council has established close relationships with the granting agencies of the federal government and of the private sector to ensure the best focus for our own provincial research funding.

The council will also provide advice on the appropriate use of the knowledge gained from research in our health service activities. This is a most important aspect of the council's work. It is one of our priorities to ensure that research findings are disseminated and applied in a prompt and orderly way throughout the health care system.

The ministry also provides support to health research in Ontario through unsolicited research grants, corporate grants and contracts, health care research units, contributions to statutory foundations and by administering the ministry's allocation from the Provincial lottery.

5 p.m.

The ministry administers directly two grants programs that fund the operating costs of specific research projects and one program that provides support to research personnel. Submissions for funds to carry out research projects or to support research personnel are made in open competitions at prescribed times during the year. Applications are initiated by individuals in the health research community rather than being solicited by the ministry.

Projects supported through this program—that is, corporate grants and contracts—are various. Some are unsolicited research studies of interest to the ministry which do not fit the terms of reference of the unsolicited grants programs. Other projects are initiated in response to

research concerns that have been identified within the ministry.

Through the program of health care research units, the ministry supports a research unit at each of the five health sciences centres. These units offer consultation services on health research methodology. They conduct health research projects and provide opportunities for graduate training in research.

Through the unsolicited grants program—corporate grants and contracts and the health care research units—\$5.8 million has been granted to 100 research projects and nearly \$3 million has been awarded to 99 health researchers.

In 1984-85 the ministry has contributed \$8.6 million to the research programs of three statutory foundations—the Addiction Research Foundation, the Ontario Cancer Treatment and Research Foundation and the Ontario Mental Health Foundation—as well as the Ontario Heart Foundation.

In recent years we have seen the rapid development of new and improved health technologies. Computerized axial tomography, positron emission tomography and magnetic resonance imaging are just three developments I might mention. The orderly introduction of these technologies within our health care system requires that they be placed where the expertise they require can be effectively used and where good patient access can be provided.

It is a priority of this ministry to develop appropriate standards and guidelines for the use of this new high-technology equipment as well as for the various new techniques and procedures. We have, therefore, established a number of committees with specified areas of study which will serve as expert advisory panels to me. Three of these committees are the Advisory Committee on the Clinical Applications of Magnetic Resonance Imaging, the Task Force on Kidney Donations and the Committee on Renal Disease.

To assist and evaluate some of the newer technologies, the ministry has also provided grants to specific hospitals to purchase equipment such as a YAG laser, the latest technology in eye surgery. A grant of \$100,000 to acquire a YAG laser has been made to the Toronto General Hospital's department of ophthalmology with several conditions. These conditions are that the machine function as a provincial resource shared by researchers and physicians from other parts of the city and province; that other hospitals agree not to purchase a unit until completion of a provincial evaluation; and, finally, that a research protocol for the evaluation of the unit be

submitted by the hospital to be approved by the ministry.

The evaluation will incorporate guidelines for the provision, distribution and operation of future YAG lasers in Ontario.

Committee members will recall that last year I discussed the formation of the health professions legislation review, which was initiated under my predecessor. This is the first major review of the legislation governing the health professions since 1970. It is designed to review those groups that require regulation and to update the regulating mechanisms. Our health care system continues to change and we must ensure that it continues to be appropriately and effectively regulated.

There are more than 200,000 members of the various health care disciplines in Ontario. Currently, about 170,000 are regulated by the self-governing bodies. I am pleased to report that there has been extensive participation by many groups during the review's first year and that the review is making substantial progress.

The review team, consisting of co-ordinator Alan Schwartz and his colleagues James Fisher, Morrey Ewing and Ms. Daphne Wagner of Canada Consulting Group, has received the support and co-operation of all those involved. At last count, 135 briefs had been submitted.

The review is an open process and all participants may have access to all submissions. Mr. Schwartz has encouraged participants to enter into dialogue with each other about matters of mutual interest, especially in areas where there may be disagreement.

The review is now in the process of completing its survey of how health professions are governed in other provinces, the United States and Europe—a total of 70 jurisdictions.

The survey discovered that only four other jurisdictions have attempted a systematic approach to this topic, with the Ontario review representing the most sophisticated attempt to date. Many of the jurisdictions surveyed expressed great interest in the outcome of our review and have asked to be informed about its results. I expect the report of the survey will be released in the next few months.

The review team plans to circulate a discussion paper on the various alternative legislative structures that could be used to regulate the health professions, and on alternative due process procedures that might be employed by governing bodies in dealing with complaints, discipline and registration matters.

By early 1986, I expect the review will be substantially complete and its recommendations ready for submission.

I am pleased to report that the affirmative action program undertaken by the ministry has had a marked measure of success. Thirty-one job areas in the ministry in which women historically have been underrepresented have seen significant change.

Results for 1983-84 show that women continue to move into management and other positions, including information systems, ambulance officers and machine operators. Of particular significance has been the hiring of female attendants at the maximum security unit at Penetanguishene Mental Health Centre.

Within the ministry in the past year, 364 women undertook career development assignments. Our affirmative action program provides a series of microtechnology workshops for women in clerical positions, for example, and an introduction to microcomputers for senior professional and managerial staff.

In line with the government's determination to extend affirmative action to publicly-funded groups, the Ministry of Health has held discussions with the Ontario Hospital Association regarding women employees in public hospitals. In conjunction with the Ontario women's directorate, the ministry plans to offer some new incentive funding, and I will be reporting results of these actions in the Legislature. In November, we will also be addressing these issues with the Ontario Hospital Association.

That concludes my presentation to the estimates committee. I look forward to having an opportunity to discuss with the committee members some of the topics I have raised. I might say that I had much more extensive opening remarks, but I felt that in recognition of the reduced number of hours we have this year, I would cut the opening statement to half or less.

In Ontario, we are accustomed to describing our health care system as one of the best, most efficient and most comprehensive to be found anywhere in the world. I suggest that is a tribute to the importance and priority given to health care by our provincial government.

It is a situation that exists because of the talent and ability of our health care providers, because of the hard work and effort of volunteer health care groups, and because of the expertise and dedication in our health care institutions.

In this province we have committed ourselves to providing health care services in a form and manner that will bring the greatest benefit to the greatest number of people. It is my conviction that we must all work together in a spirit of true

co-operation to see that commitment is maintained and enhanced.

The Vice-Chairman: I think it goes without saying that your concern for the mental health of the committee is much appreciated.

Mr. Sweeney, are you due up? Do you have any questions?

Mr. Sweeney: Mr. Chairman, I have a number of questions flowing from the minister's statement, but I will reserve them until later in the committee's hearings. I would also say to the minister that I, too, am aware of the fact that we have reduced the number of hours for these hearings and I have reduced my remarks accordingly, all in the spirit of co-operation.

5:10 p.m.

First, let me say that of all the services this government or any other government provides, I dare say if people were polled—as I am sure they frequently are, not only by the government but by the ministry—it would become very clear that the quality of health service is number one in people's minds. That seems to cut across all age groups, all economic groups and all geographic sectors of Ontario, and that is not surprising.

Everyone, whether healthy or ill, has a concern about the quality of health care service that will be available if and when it is needed. I suggest right at the very beginning to the minister that of all the services offered by government, of all the ministries operated by government, the one minister who should have very little fear of going to the Treasurer (Mr. Grossman) or to Management Board, or to whomever else you go to ask for proper funding for your ministry, is this one. I am sure the polls would tell you and your cabinet colleagues very clearly there would be relatively little opposition from the people of Ontario to appropriate funding for this ministry.

The minister makes a very clear statement that a very large sum of money is spent by this ministry. If I remember correctly, I recall the figure was somewhere in the neighbourhood of \$8 billion, and that represents something like 30 per cent of the total expenditures of Ontario. To use the vernacular, that is not chicken feed, that is a lot of money.

I can well understand why there would be some resistance among your cabinet colleagues and Management Board and the Treasurer to putting any more money into that field. The point remains that if good health care is not available to people, nothing else really matters that much. If people do not have access to maintaining good health care, then most of the other services that

government provides are not really worth very much.

I think we can begin, therefore, in a spirit of mutual consent, if I may put it that way, that what we are about is a very important service.

Another point I would like to make is that there is little doubt Ontario has a fine health system. I think that is reflected in the fact that relatively few Ontario residents ever have to go anywhere else to receive health care. I am talking about very highly sophisticated health care. There are times when residents from Ontario have to go to American hospitals for a highly specialized operation, or because at a particular time a resource is available that may not be available as quickly here in Ontario.

Hon. Mr. Norton: We also have people coming here.

Mr. Sweeney: I was just going to say the alternative seems to be even more true, that even more often other people come into Ontario, not just from other Canadian provinces but from American jurisdictions, from Europe and from Asia. That is a clear reflection that we have a high quality of health care to offer those people.

It is easily recognized that we have a good system. We have a large number of very well-qualified, very compassionate and very talented doctors. When we hear of people coming to such places as the University of Western Ontario Medical Centre, the Hospital for Sick Children and Toronto General Hospital, among many others, we know that not only do we have good facilities but also we have extremely skilled people.

This tells us that what has been done in Ontario up to this time has obviously been the correct line of action to take. I do not want anything I say this afternoon or over the next five sitting days to suggest in any way that the health system of Ontario is not a good one. Nor do I want to suggest in any way that my colleagues in the official opposition do not believe it is basically a sound system.

Our first concern focuses on the fact that there are signs of deterioration, signs of the quality of service slipping here and there. Our second concern is that some of the new initiatives that should be taken are not being taken at all or are not being taken as aggressively as we feel they should be.

Therefore, I would suggest to you that the debate and the discussion we are going to be participating in over the next four or five days will be on the various ways in which things can be done. I do not think there is very much doubt

about the fact of what can be done. I would like to put that in context, if I may.

I would also like to say to this minister in particular that there is a sense, after roughly a year and two months, I believe, during which you have been in office, that your major thrust seems to have been—and in some ways appropriately so; this is not entirely critical either—in familiarizing yourself with the ministry, which is necessary and appropriate, and in making a fairly significant number of plans and proposals.

However, it seems to a large extent to have stopped there. I am not sure whether there simply is just not enough money available for the minister to do the kinds of things he would like to do. I am not sure whether it is a case of this minister being reticent about making decisions and finally getting some of these things under way because there is such a wide choice of options to choose from. I am not sure what it is.

I want to say to the minister, on my own behalf and on behalf of my colleagues, that we are a little bit concerned about this trend towards studying, setting up more commissions, looking at more proposals and studying again, rather than saying, "Let us get on with the show."

The minister indicated in his statement today that a number of other things that I was less well aware of than I would like to have been are in fact moving ahead; but I want him to know there is a general concern on our part, in particular about this lack of getting on with the job of getting it. Let me leave it at that.

To the best of my knowledge, the most recent statement made by the minister at a public gathering was the annual address to the district health councils on September 20, in which the minister followed up on the consultative process that was begun a couple of years ago.

Let me say at this point that my colleagues and I approve of the consultative process. We are not suggesting, and I would not want it to be taken from my remarks, that we do not approve of this process. It is something that needs to be done, particularly by a ministry such as your own.

One of the things that surprised me was the minimal, almost nonexistent mention in that statement—which I understood to be an overview of the direction in which the government is going—of the whole question of health care for the elderly. I noticed in his statement today the minister took pains to bring to our attention a number of points in that field, but there was almost nothing in this area.

That surprised us, because I do not think there are very many people in our province who are at

all familiar with the health direction in which we are going, and with the health care needs that are very obvious to us and that need to be met, who who do not identify as a top priority the needs of the elderly in our society.

There are a number of reasons for this. It is fairly obvious that the elderly are increasing significantly in number. A number of dates have been proposed by which the number will be double or triple what it is now and will represent a significantly larger portion of our total population. There is the whole concern about whether or not the wage earners who are still in our society at some point will be able to finance them. There is the whole question about whether or not we should not begin now to shift our financial and other resources to the elderly.

5:20 p.m.

The thing that concerns me—and it was brought out rather startlingly in the Canadian Medical Association report, *A Need for Redirection*, released just recently—is the fact that the biggest need and change is going to take place over the next 20 years, rather than beginning roughly about the year 2000 as so many people have projected before.

I think there is a perception in Ontario society today that while the health and other social needs of the elderly are coming, they are down the road, that we are really going to have a problem on our hands about late in the 1990s and into the 21st century, what is startlingly brought into focus by the CMA's recent report is that we are in it right now. It is the 20-year period preceding the year 2000, rather than the 20-year period after, that is going to present us with some of the major problems to which we are going to have to adapt.

I mention this because I have a sense that already we are not moving with the kind of aggressiveness in this field that we absolutely need, and that we are going to be hitting a genuine crisis situation. We are going to wake up some morning and say, "My God, where did all these people come from with this range of problems, and what are we going to do about it?" It is in that context that I want to highlight this whole issue of the elderly.

I read a report recently in which some medical authority, and I cannot remember who it was, said, "We all have to die of something." The fact remains that as we shift our health needs from one area to another, we probably are not going to be saving any money. We are still going to have to deal with one type of health need or another.

As medical research and advances proceed, and as we find cures in one area, what we are

simply permitting to happen—and it is certainly most desirable—is that people live longer. That very fact means they then are subjected to diseases and the health needs of the elderly, which we have to meet as well. It is part of the natural process.

Therefore, I think what we have to clearly make known is that we continually have to face problems. They are going to be different, but they are still going to be there. A number of people think that because we have solved some of the other medical riddles and needs of the past, we are going to be home clear. That is not the case.

I had the opportunity just this morning to meet with a small advisory group of seniors in my own community. It was at their request and it was purely coincidence that it happened to be today. This meeting was set up before I was aware we were going to begin these estimates now.

The thing that struck me in talking to them was their—I was going to say concern but it is more than that, it is almost their fear of being put in a situation where they are so totally dependent upon others and, in a sense, helpless. They look forward with great trepidation to that situation, which many of them felt they were all going to have to face at some time or another.

I am probably not telling the minister anything new but it is a phenomenon that is growing in our society, simply because more people now see they will be at a stage or an age in their lives when they will be less able to look after themselves. They are going to be dependent and, depending upon where they find themselves and the kinds of people who are going to be looking after them, they are going to be helpless. That is one factor.

Another is that there are a number of examples that have been brought to the minister's attention—they have certainly been brought to mine—of elderly people in certain institutional settings in this province who are treated in a very inappropriate way; as if they are simply a nuisance, as if they are children again, as if they are simply a burden to society.

I mention that because it seems to me it is a reflection of something we see in other areas. There is an attitudinal shift in our society that says if you are not contributing, if you are not productive, if you are a financial or a social drain, somehow we have to solve that problem in what I would call inappropriate ways.

It seems to me that not only this minister but also the Minister of Community and Social Services (Mr. Drea) and the Minister of Education (Miss Stephenson), all those who have an

opportunity to speak loudly and clearly and frequently to the public, have to get across the message to our society.

To a large extent due to the kinds of services your ministry offers, because so many advances are made in medicine, because so many people who otherwise would not survive are now surviving, because so many people are living much longer today than they would have in the past, we are going to have in our society, in our various communities, more people who are not "productive," who are not contributors in the normal economic sense of the word, who could be considered a drain on society.

The attitudinal shift has to be to the idea that they are part of the human family. That whole question of the dignity, the sanctity, however you want to express it, of human existence, of all human beings regardless of who they are or what they do, is something that makes our society as strong and as great as it is.

The minister is well aware of the point that has been made in other jurisdictions. A society is only as strong and as powerful as the amount of assistance it gives to its most helpless and defenceless people. That has been said so many times it perhaps does not even need to be repeated.

What we need to do is remind ourselves and look around and ask whether those kinds of things are available. I say that in the context of the elderly, because I think they are probably at this time the most visible group where there could be a problem. Either later in this statement or under one of the other item headings, depending upon time, I would like to refer to some of the other issues that might impact on that.

I would also like to bring to your attention a number of proposals our party has called for with respect to seniors and the elderly in our society. Let us go through them very quickly and perhaps, as they are noted in Hansard, either you or your officials would react to them before these estimates are over.

We suggest that all programs for the elderly, from home support to long-term care, be consolidated under the jurisdiction of the Ministry of Health. We have a concern that the various support services are so widely distributed at present under so many ministries that there are too many people who in many cases, especially, if we can use the term, the older elderly—we used to talk about the problems of those aged 65 plus, now we are talking about the 75, the 85 and even the 95. In many cases it is difficult for them to be

advocates for themselves and, therefore, we are suggesting that the proper lead ministry to overview all the programs for the elderly is the Ministry of Health.

5:30 p.m.

We suggest that a home support services act be implemented to co-ordinate the current 16 pieces of legislation governing home supports. There is growing consensus that home support programs are the best way to go. We will be spending more time on them, but they need to be co-ordinated. We are suggesting that a new act, called the home support services act, be implemented to provide that type of co-ordination.

We suggest that the Minister of Health move to legislate standards of care for rest homes across the province. There was a rather spirited debate in the Legislature today about the role of your ministry in the whole field of rest homes. We drew to your attention—and I have a number of references with me that I will bring up at a later date—the way many people who are not appropriately placed in rest homes end up in rest homes, once again because in many communities it is the only service available. If this ministry does not move to legislate standards in that area, then we do not know who is going to do it.

We suggest that the Ministry of Health develop an effective tool for determining the functioning level of the elderly person, which can be applied in any setting in which an elderly person lives and which stresses abilities rather than limitations. We are saying that elderly people seem to be looked at today on the basis of what they cannot do or what they can no longer do, or whatever expression you want to suggest, rather than on the basis of what they can do, the abilities they still have, the new abilities they gain simply because they have more time available, the level of compassion and understanding they have, simply because they are older and wiser and have seen more of this world.

We need to determine what elderly people can do and to provide the appropriate settings and the appropriate services based upon "can do" rather than "cannot do."

We suggest that a network of placement review committees be set up across Ontario. The minister might be aware of the fact that in my own community the district health council is looking at the whole question of appropriate placement reviews for elderly people to see if we can begin to solve this problem of inappropriate placements, which we will speak to at a later point when we talk about bed shortages.

That kind of a review committee, we believe, should be set up in every jurisdiction in this province. Otherwise, we are going to continue to find too many people in inappropriate placements and also to be unaware, I suggest to you, of the need for more places in one area and less in another.

We suggest that the Ministry of Health expand home care programs to include the needs of Alzheimer's disease victims and the terminally ill. There are so many elderly people who are in one type or another of institutional setting, including hospitals, who do not want to be there and probably cannot get very much out of being there. There is no question that they have continuing needs. Simply because of their emotional needs, simply because of their needs for their family, home care frequently is a more appropriate placement for them.

I do not underestimate for a minute the difficulty of doing this, but we believe these kinds of people have to be at least offered this kind of an option, particularly when we reach the point where continuing care in a hospital or some other institution really is not going to add anything to them. There are times when it is not appropriate but there are other times when it certainly is.

We suggest that homemaker services be implemented immediately across Ontario by the Ministry of Health for the frail elderly and the adult physically disabled. The minister will be aware there are homemaker services for certain groups of elderly people. There are others, though, who do not qualify because of description. We are saying the frail elderly are one such group. They are not sick, they have no real medical problems; so we suggest to you that because of the very fact they can stay in their own homes, one of the overall suggestions we would like to make is the degree to which we provide these services probably—and we have to say “probably” because we have no way of knowing for sure—probably reduces the chance of these people genuinely becoming ill.

Elderly people, quite frankly, because of their dependency factor, because of their helplessness factor, because of the fear of the unknown, frequently become ill when there is no reason for them to become ill. To the extent we can eliminate some of those causes, which do not have a medical basis, we can reduce the level of illness. I would suggest, Minister, it ties in very much with what you have said a number of times is your highest priority; that is health promotion and illness prevention.

You will notice that during these hearings I, on behalf of my party, am going to be coming back to that. We support that. We very much support the concept of health promotion and illness prevention.

I was pleased to hear that Steve Podborski has been named to head up a committee looking into that. He is a fine young man. I just wonder when you and other ministers are going to run out of athletes to put in charge of your various committees. That is okay. There is nothing wrong with that.

Mr. Shymko: Have you any objections to Ken Dryden?

Mr. Sweeney: No, I think Ken Dryden is a fine young man, an excellent author and an excellent goalkeeper. We will find out later how good he is in finding youth employment opportunities.

To move on, we suggest that the Ministry of Health assume jurisdiction over the older-adult centres across Ontario and increase their numbers as well as operating grants.

Hon. Mr. Norton: Sorry, what was that again?

Mr. Sweeney: We propose that your ministry assume jurisdiction over the older-adult centres across Ontario and increase their numbers as well as their operating grants. I think that is pretty well straightforward.

Hon. Mr. Norton: Sorry, just for clarification, I am not sure what you mean by the older-adult centres. Is that centres for older adults, or homes for the aged, or what?

Mr. Sweeney: No, I have the wrong name there; elderly persons' centres.

Hon. Mr. Norton: Okay. They are currently in Community and Social Services, you know.

Mr. Sweeney: Yes; sorry.

Hon. Mr. Norton: That is fine. It just did not quite click and I was not quite sure what you meant.

Mr. Sweeney: Just two more, Minister; I am conscious of the time, I want to move on to another area.

We propose that the provincial government increase funding for multilingual community centres whose mandate includes outreach programs for ethnic seniors. While there are quite a number of services available for ethnic seniors in a community like the Metro Toronto area, where a number of the ethnic groups themselves have provided services for their own seniors, once you get out of the major urban areas this is not true.

Here is a case where the provincial government would have to move into that area. This is not a proposal that would necessarily come under the jurisdiction of your ministry, but once again it is one we would hope you would support because it will provide a form of the illness prevention we talked about earlier.

Finally, we suggest that the Ministry of Health, in co-operation with the Ministry of Municipal Affairs and Housing, work to develop more community-based housing and family support programs reflecting the changing needs of an ageing family member.

The minister, of course, will be well aware of the fact that, while in the past it was desirable and possible for many elderly people to live in the homes of their adult children, that is becoming increasingly difficult and ways have to be found to, in some cases, make it easier for that to happen.

The minister may be aware of the Australian experience where what are called granny flats are set up on the property of an adult child. These are transportable and mobile and a senior can live in them and tap into the resources of the adult family but still have a form of independent living.

The minister may be aware of the fact that in some other jurisdictions there is funding available through the ministry of housing to provide within a home an apartment for a senior. All we are asking here is that the Ministry of Health, in co-operation with the Ministry of Municipal Affairs and Housing, work to develop such changes.

5:40 p.m.

Minister, in dealing with general care for the elderly, we believe there needs to be a bill of rights for residents in long-term care. The minister indicated extensively in the Legislature today and in his statement this afternoon the new provisions with respect to complaint procedures for elderly people in long-term care residence. We believe a companion piece to that would be a bill of rights for such residents.

I indicated earlier that elderly people in such institutions are too often treated as if they are children and as if they have no inherent rights at all. Perhaps what should not be necessary has become obviously necessary. We hope that people would be treated with respect and dignity simply in their own right, but when that is obviously not being done we suggest that a bill of rights needs to be introduced into the Legislature.

That would probably have to be done in conjunction with other ministries, particularly the Ministry of Community and Social Services.

We have spoken briefly, and I will speak at greater length, about the whole question of rest homes and the fact that so many people are in them inappropriately. The minister has mentioned several of the good things that are happening in the Hamilton-Wentworth area.

Let me draw to his attention, however, that 70 per cent of those receiving assistance through the regional municipality of Hamilton-Wentworth and who are residing in rest homes there have a psychiatric disability. Thirty per cent of them are seniors and we question whether that is the most appropriate setting for them, given the fact there is very little legislation or little in the regulations to evaluate properly what is happening in those places.

Hon. Mr. Norton: Are you suggesting that 70 per cent have an active psychiatric problem?

Mr. Sweeney: They have a continuing psychiatric problem flowing from their moving out of a psychiatric facility. I do not think it is any surprise to the minister. In almost every community in this province, we have former psychiatric patients who are under a great deal of pressure with respect to accommodation of any kind in many of our communities.

I know it is a major problem in my own community. Various agencies of all levels of government are working on it, but it continues to be a problem. It highlights the fact that rest homes need to be regulated more than they are if, in one community, 70 per cent of the people are ex-psychiatric and have a psychiatric problem of one type or another.

I want to move on to the whole question of hospital care and bed shortages. I have raised the question of bed shortages in my own community in the Legislature on, I believe, four occasions in about the last year. I have had an opportunity in my own community to sit down and have rather lengthy and extensive discussions with the administration staff and the medical staff of both of our local hospitals to try to get a better handle on it and to try to better understand exactly what is happening.

The point that is brought to my attention is that the current funding levels from the ministry are making it increasingly difficult for them to meet what they believe to be their mandates in their own communities.

I understand that is true in quite a number of communities across Ontario, including in the minister's own community of Kingston. It has been brought to his attention and to our attention that there is a serious bed shortage problem in his

own community. How extensive it is, I do not know.

Hon. Mr. Norton: That is not true. If you talk to the administration of the hospitals, they will stoutly deny that. That is a bit of puffery that is being spouted by a few unhappy physicians who may not have good relations with some of their professional colleagues in the community.

I have obviously had discussions with the administration of the hospitals and have been assured that is not the case. In fact, they suggest that if necessary they will give me all the ammunition necessary to take on the physicians publicly.

Mr. Cooke: They tell us the opposite.

Mr. Sweeney: If you have some sense that this is the case, then it would be appropriate for you, not only as the Minister of Health but also as the elected member for that area, to act. I can tell you quite clearly that in my community I could not do that. The cases that are brought to my attention, the number of people I talk to—and I want to share a couple of them with you in a few minutes—would not lead me to believe this is the case. If it is true in the minister's area, then I would say he had better speak out—

Hon. Mr. Norton: Oh, I have.

Mr. Sweeney: —because the information that is coming to us certainly is not of that nature.

Hon. Mr. Norton: One of the interesting things about this particular ministry or the particular office I hold at the moment is its—

Mr. Cooke: At the moment.

Hon. Mr. Norton: Of course. It is all temporary.

All these problems from across the province end up on your plate, but when you start looking behind the allegations that are initially made—to the press, usually—you find the story is somewhat different, as is the situation with your hospital.

Mr. Sweeney: Which is not as yet a finished story.

Hon. Mr. Norton: No, it is not, and I intend to pursue it. I am advised that it treated rather indifferently my direction to reopen those 41 beds, and we may just have to pull that money out of its budget if it is not going to spend it properly.

Mr. Sweeney: I will have further discussions with them, as I am sure you will.

Let me draw something to your attention, though, and if you have not already looked into it maybe you should. The information that is available to me was that in July 1982 it took 90 days, on average, to have a person moved from

an acute care bed to a chronic care bed. Two years later, in July 1984, the wait is approximately one year. Maybe that is something you should investigate.

Hon. Mr. Norton: I do not know where you get your average figures. That may be true in some cases, but it is not general.

Mr. Sweeney: Obviously, there are going to be some less and some more. How else can you deal with a general situation except by using averages? If you want us to get a whole list of specifics that in some cases it is 96 days and in other cases it is 84 days then I am quite prepared to do that, but I think the point is clear.

Hon. Mr. Norton: There certainly are problems in some communities in that respect, I admit.

Mr. Sweeney: As of today, 1,000 people await placement in chronic care, extended and residential care in the Ottawa-Carleton area, more than 260 of these from a hospital bed.

I would remind the minister that when I first raised the question about my own community, in which on two successive days within one month elective surgery was cancelled, in both of those cases upwards of 56 people were in acute care beds awaiting transfer to a chronic care bed. I do not want to oversimplify, but it certainly seems to be the case that it is not a shortage of acute care beds that is the problem, it is an inappropriate placement of people in those acute care beds.

Flowing from that is the rather obvious conclusion that more alternative appropriate placements need to be available. There need to be more chronic care beds, more nursing home beds and more home care services available.

Hon. Mr. Norton: The incidence of cancellation of elective procedures that you have identified in one month is, it seems to me, not an extraordinarily problematic situation. There will always have to be at times some deferral of elective procedures. You cannot build hospitals so that nobody ever has to wait or has to be deferred from the proposed date for an elective procedure. That is just not possible.

Mr. Sweeney: Let me draw something to your attention.

Hon. Mr. Norton: Your community sounds as if it is much better off than most if those are the figures.

5:50 p.m.

Mr. Sweeney: I agree, our community probably is; but that does not make the problem any better. As a matter of fact, I would like to have a rather extended discussion with you about the

whole procedure of elective surgery and the fact that we can just simply keep putting people off. I want to come back to that for a minute.

But let me come back to my own community. As Health critic for our party, I cannot unduly direct my time to my own community, but it is perhaps reflective. The reason this cancellation got so much attention was that, up until less than a year ago, that had been the first time in five years that surgery had been cancelled. That is significant.

Hon. Mr. Norton: I am sorry.

Mr. Sweeney: I do not know what you are reading. It must be a lot more interesting than whatever I am saying.

Hon. Mr. Norton: It is something from the *Néo-Démocrates*.

Mr. Sweeney: The who?

Mr. Cooke: Just because you are not bilingual—

Mr. Sweeney: The point you have made, and in a number of communities probably appropriately so but inappropriately so in my community, is that in the last five years there has not needed to be a surgery cancellation. This is something that has only been happening within the last 12 months. Five years previous to that it was not necessary. That tells us something.

Hon. Mr. Norton: It sure does.

Mr. Sweeney: It tells us we have some good services in our community. I will admit that. It also says—

Hon. Mr. Norton: It also tells us maybe you do not really need those 41 beds your hospital closed.

Mr. Sweeney: Not at all. A number of things are happening. The population of our area is growing and the elderly population in our area is growing, as it is everywhere else. It is not enough simply to say, "You cannot set up a system that is going to meet all the needs all the time without any exceptions." I agree; that is self-evident.

Hon. Mr. Norton: Not to make a frivolous example, but it is like trying to build a movie theatre so everybody can go on the opening night. It does not make any sense.

Mr. Sweeney: That really is frivolous.

Hon. Mr. Norton: Even if it is, you cannot expect everybody to get in exactly when he wants to unless it is an urgent situation.

Mr. Sweeney: Let me give you a couple of examples, which, in my judgement, are not frivolous. This is what it takes to drive the point home. I had a call from an elderly woman in my

community about her husband, who was 61. He started to have health problems in May last year. In December last year, December 21 to be precise, he had an angiogram.

As the minister well knows, hospitals today are not too quick to use angiograms. They are an intrusive form of activity, they are potentially dangerous if not done well and they are costly. Doctors only do them on people they have some reason to believe have a serious problem. The angiogram results showed that one of the two main cardiac arteries was blocked 96 per cent and the other one was blocked 92 per cent. I am not a doctor, but I do not understand how that man could move at all.

The doctor who did the angiogram said this man required surgery within 10 days or he would not be responsible for his long-term health. I guess it would not have been too long term. The earliest this operation could be booked in one of the cardiac centres here in Toronto was early March. That is three months. As the date booked was approached, the woman was called and told, "We are sorry." For some technical reason—I am not sure what; I never did find out the final reason, even though I called the hospital and tried to find out—she was told the operating room where this type of procedure was done was not going to be open that day. They would have to wait further time.

I immediately called back her family doctor locally and said, "My God, book him in somewhere else." He said: "No way. If I try to book him in somewhere else we are going to have to start this whole waiting game all over again." It was nearly four months before this man was operated on. All I can say is, "Thank God he did not die." I think you will have to agree with me that was a serious delay. Can you try to put yourself in the shoes of that man and his wife and begin to imagine the emotional turmoil they were going through, literally wondering from one day to the next whether the guy was going to wake up the next day?

Let me give you one more example.

Hon. Mr. Norton: Before you give me the next example, I hope you will bear in mind that the decision made with respect to the priority that is assigned to a particular case, whether it is this gentleman or some other, is ultimately a medical decision.

Mr. Sweeney: Agreed.

Hon. Mr. Norton: Presumably, the physicians who are the specialists who are to perform the surgery were aware of the condition as well.

The kind of problem that I as a layman and others—in some cases the physicians—have to deal with all the time is that medical decisions are made with respect to the degree of severity. Sometimes what the patient and others are told is apparently not consistent with the time delay permitted in a given case. I do not know why this occurs, but I do know that if it is such an emergency case that the person's life will be in jeopardy if it is not performed within a 10-day period, then it bloody well ought to have been assigned a higher priority in the process.

It is one thing for physicians to make those kinds of decisions and then turn around and tell the patient or the family he may die within 10 days if something is not done. Of course, those were two different physicians, I presume—one the family physician and the other the specialist—who have to deal with that all the time.

This does not necessarily mean the problem is created by a shortage of beds. It may be, the waiting list obviously relates to that; but the problem may be that the physicians in some instances are not entirely levelling with us on matters like that. I know we need more capacity within Metropolitan Toronto, for example, for cardiac surgery. We recognize that; there already is planning under way for a further centre within Metropolitan Toronto.

The other thing you have to bear in mind—again I say this as a layman and I have had negative reactions from across the House when I mentioned it in the Legislature; I repeat it not as absolute truth but as at least something that has been reported in medical journals—is that cardiac surgery, bypass surgery, for example, does not necessarily increase one's life expectancy, it simply makes one more comfortable during the time one lives.

Some of the scare tactics that sometimes are used may not in reality bear much relationship to the condition the patient is facing. I think we have to try to keep it in perspective, if for no other reason than to avoid unnecessarily alarming people with the antics that some people within the system resort to.

Mr. Sweeney: I am aware of the study of the effectiveness of cardiac surgery you refer to, but if I remember correctly—and I stand to be corrected if I do not—that report said that approximately 40 per cent of the bypass surgery that was done probably did not make much difference, it did not say 100 per cent. The obvious translation has to be that 60 per cent was necessary, effective and life-prolonging.

Hon. Mr. Norton: I understand this was talking about statistical differences and that there was nothing to suggest that the surgery itself prolonged the—

Mr. Sweeney: I would ask that either you or one of your officials check the record again. My memory was that it referred to 40 per cent; and that is significant, I agree with you.

The second point I would make is that it has been brought to my attention, I must say surreptitiously, that two things are happening. Maybe you should check into these as well. The first one—

Interjection.

6 p.m.

Mr. Sweeney: I do not trust him to listen to you and me both, and I want him to hear this.

The first one is that so as not to alarm people unnecessarily the degree of severity of a person's condition is downplayed. People who are really bordering on emergency are being labelled as elective surgery simply because you cannot get them in and you do not want to unduly alarm them.

The whole ladder of steps, of degree if you will, is being pushed down because there is blooming well nothing much you can do about it. If somebody is going to have to wait for three months, four months or however long it is, they are simply being told in a number of cases—as I say, I have had it explained to me, and you are not going to get anyone in here as a witness to swear on the Bible that this is the practice that is being used.

That is one thing I have been told. I would like you to check on it. Quite frankly, I do not know how you can do it, but try.

Hon. Mr. Norton: I do not know how to do it either, but I do know most—

Mr. Sweeney: It is a serious problem that is happening.

Hon. Mr. Norton: In most hospitals dealing with these kinds of cases, a committee would be set up that would review daily the cases on the waiting lists. If somebody were identified as being in a deteriorating condition or in a very serious life-threatening condition, he or she would be jumped up the waiting list.

Mr. Sweeney: So you put somebody else down again who may be very close to being as serious.

Hon. Mr. Norton: The fact is you cannot get everybody in on the same day.

Mr. Sweeney: No, but the whole problem is that the amount of time you are getting people to

wait for these services is in itself a deteriorating process. For many of these people, who at first diagnosis were not very serious, just the passage of time makes their condition more serious, or things can be discovered.

Let me give you another example. When I was visiting the staff of the Kitchener-Waterloo Hospital—

Hon. Mr. Norton: I imagine if I were told by my physician I had to wait three months to get into a hospital but I might die if I did not get in in 10 days, that might cause my condition to deteriorate too.

Mr. Sweeney: What is often happening after the first diagnosis is made, to the best of a doctor's ability—and let us understand we are talking of human doctors making human diagnoses and they can frequently be wrong—is that it often turns out, when they actually get at it, the condition is more serious than was anticipated.

Hon. Mr. Norton: Also, they can sometimes be human doctors. There was one situation in my constituency you are well aware of, because the letter was waved in the Legislature one day. The physician who writes that kind of letter to his patients can be repudiated by his professional colleagues for engaging in scare tactics. One has to look at each of these situations in context.

Mr. Sweeney: I see the time is running short. Let me finish with this one situation.

Hon. Mr. Norton: Just finishing for today, I trust. I hope you are not—

Mr. Sweeney: I am not nearly finished.

Mr. Wiseman: Maybe we should wait until tomorrow.

Mr. Sweeney: A constituent of mine went to his doctor with a lump on his head. It was diagnosed as a cyst, which I understand is not all that life-threatening.

Hon. Mr. Norton: Just above the ear, by any chance?

Mr. Sweeney: I am not sure where.

Hon. Mr. Norton: It sounds like a lifelong friend of mine who lives in your area.

Mr. Sweeney: As I go on, you might recognize the situation even more.

It was diagnosed as a cyst. The decision was made to go in and do something about it. Because it was not life-threatening and not much of an emergency, the time had to be delayed. The lump grew larger and he went back again. The doctor said it was not a cyst, but a tumour. I understand at that point there is no way of knowing whether it is benign or whether it is active. I also gather

there is no way of knowing how much the effect of it can spread. In this particular case surgery was also ordered but it was delayed for close to eight weeks. When they finally operated on that tumour, it was malignant.

I understand that man has a limited time to live. He put it directly to his doctor, "Would it have made any difference if I had got in any earlier?" All the doctor could say is, "I do not want to play God with you, but possibly yes."

We had another situation in our community within the last year of a man who was a former member of the board of Kitchener-Waterloo Hospital who had exactly the same kind of thing happen to him. There was a three-month delay before he got into the hospital. When he finally got in, it was discovered that what was previously diagnosed was much more serious than they had thought.

I am not trying to be overly dramatic. All I am trying to say is that the very fact of compelling people to wait that length of time in such situations is life-threatening. It was not perceived to be so in the first place, but what is now being described as elective, nonurgent or nonemergency, later turns out in enough cases—and I do not know how many—to be much more serious.

The minister knows all the publicity that was given to the lady who was supposed to go into Sunnybrook Medical Centre.

Hon. Mr. Norton: I know the case. I do not recall the name.

Mr. Sweeney: You know who I mean. It was another situation such as that. What happened should not have happened, but the time delay contributed to it. The point I am trying to bring to your attention is that some other way has to be found around this. We cannot continue to put people off.

As the system gets tighter, more people are going to be put off and for longer periods of time. I well know that you cannot take everybody tomorrow afternoon. I know that no health system can handle that, but the whole situation has to be tightened up and the time has to be reduced. This whole issue has to be dealt with.

I have a concern that things are being put off by saying: "We cannot solve everything all at once. Things are not really all that bad when you look at them. It is really a medical decision. There is a list and people, depending on the emergency, are going to get..." Whether you intend to convey this message or not, the sense I get is that this is going to continue.

The message I am trying to give to you is, not only is it continuing but it is getting worse. More

people are being delayed and delayed for longer periods of time. That is what bothers me; that is what I want to see addressed.

Hon. Mr. Norton: Provided diagnosis was perfect, probably the problem would not be as you describe it. If one knows that a given case must be treated urgently it can still be done. When one talks about the waiting list for elective procedures, normally the ones that are down the list and have the longer period to wait are such things as orthopaedic procedures and so on that are not life-threatening.

There are waiting lists for cardiac surgery as well, but with appropriate medical skills being applied the priorities on those lists can be established so that the situations you have described do not develop. Not every cardiac patient is an emergency case. I think any cardiac surgeon will tell you that. However, you can never count on completely eliminating human error or judgement in diagnosis.

That is not to say we are not taking steps to try to deal with the kind of situation we have in Toronto where we recognize the need exists for additional cardiac surgery capacity, and the planning is under way for that.

Mr. Chairman: I think this is a good time to adjourn until tomorrow after orders of the day.

Hon. Mr. Norton: May I raise one further item before people flee? I mentioned at the outset that we have some presentations that we would make available to you. I do not know whether this has been circulated or not. I think it has.

There is only one that would be helpful. If you are interested in further information, perhaps the decision could be made today. It relates to the central bed registry. It would be approximately a

30-minute demonstration of how the system functions.

The reason it would be helpful to have a decision or some indication is that the team from Hamilton would need some advance notice to set up the demonstration.

Mr. Chairman: How much in advance? A day?

Hon. Mr. Norton: I do not know; probably more than a day.

Mr. Sweeney: My only concern is that for several reasons we have reduced the total number of hours for these estimates.

Hon. Mr. Norton: I realize that. That is why I am placing it before you as an option, if you are interested.

Mr. Sweeney: I got through roughly about half of what I thought I would do in an hour; for my own reasons, it is my problem.

Mr. Cooke: Did you say the presentation would be 30 minutes?

Hon. Mr. Norton: Approximately.

Mr. Cooke: I have a particular interest. Since we are going to have it in Windsor, I would not mind seeing it myself if it is only 30 minutes.

Hon. Mr. Norton: You may want to think about it. We are back here tomorrow, are we not? We could still do it next Monday, for example, if you want to think about it rather than make a decision in 30 seconds.

Mr. Chairman: We can raise it about this time tomorrow night.

Hon. Mr. Norton: I do not want to cut into the time.

The committee adjourned at 6:12 p.m.

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No. S-4

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Health

Fourth Session, 32nd Parliament
Wednesday, October 31, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, October 31, 1984

The committee met at 2:06 p.m. in room 151.

ESTIMATES, MINISTRY OF HEALTH (continued)

Mr. Chairman: I see a quorum. Mr. Sweeney, I believe you were in the process of winding up.

Mr. Sweeney: Winding up, winding down, whatever expression you want to use.

Hon. Mr. Norton: He was about to start a roll, I think was the expression.

Mr. Sweeney: No, you are both wrong. I will not be much longer.

Hon. Mr. Norton: You said you were only halfway through.

Mr. Sweeney: Mr. Chairman, if I remember correctly, I left on the question of bed shortages. I will leave it at that for the time being. I made the point I wanted to make at that stage in the discussion.

Let me move on to the question of extra billing. I would like to pose a question which the minister may choose to answer a little later. I would like him to give us some kind of indication of exactly where he is with respect to his negotiations with the federal government, where exactly we are at with respect to the amount of money that has been—I believe your expression is “deferred,” or banked for you, or whatever term you want to use—

Hon. Mr. Norton: Just a little holdback.

Mr. Sweeney: —the money that we do not have available for some expenditure purposes, whatever they might be, and just where you see the thing ending up.

I have heard several different versions. One is that you are looking at something that can be spread over a two-year or three-year period; that there is a possibility that even in the final analysis, extra billing of some kind will still be allowed for some people—I am not sure who or how.

The other version is that the federal government is going to stick rather rigorously to the Canada Health Act and insist that certain things be done.

Basically, if you would, will you give us an overview of precisely what is happening now and what you see happening?

I want to draw to the minister's attention that there are still a number of difficult cases out here. Let me give you a couple, just for an example. These were brought to our attention over the last seven or eight months.

A retired war veteran aged 65 was charged \$740 for a service that was billed by the Ontario health insurance plan for \$553; in other words, roughly \$200 in excess.

A pensioner, aged 69, on a fixed income, was billed \$439 extra in medical bills because urologists and anaesthetists in Wellington county have opted out. That is over a period of time, by the way. That was not one bill.

In a third case, a woman aged 59—her husband is 65 and on a fixed income—was billed \$145 for a breast examination for which the OHIP rate was \$34.40. That is in excess of \$100 over—quite a bit, I think the minister would agree.

I have a number of these, by the way. I am not going to go through them all, but I have mentioned those three to highlight the fact that people are being hurt by the extra-billing process.

We are not talking of people who can afford it. We are not talking of people who are being seen by their doctors as unable to afford it and who, therefore, are not being charged, which has been suggested to us before from various sources—that, in fact, these kinds of things simply would not happen. They are happening. As I say, I have a list of several more examples.

Hon. Mr. Norton: I do not want to interrupt your train of thought but, on that point—and I feel very strongly about it—I know there are some people out there who are exercising either no judgement or very bad judgement. I would reiterate, though, if you become aware of any situations like that, the first thing I would urge you to do is bring them to my attention or to the direct attention of the Ontario Medical Association.

The process we have set up with them has been remarkably successful in resolving those kinds of situations when they have been raised.

Mr. Cooke: What are their guidelines—a means test?

Hon. Mr. Norton: No, it is not a means test.

I am told that over 98 per cent of the cases have been resolved to the satisfaction of the parties. One of the things on which the Ontario Medical Association has taken a position with its membership is, particularly, in reference to pensioners and the fact there ought not to be extra charges levied as a general rule with persons on a fixed income; unless their income is fixed at \$100,000 a year, which is not very often the case.

Mr. Sweeney: That is not the way we are using the term "fixed income."

Hon. Mr. Norton: No, that is right.

It is not very helpful to the individuals involved when their cases are raised only on the floor of the House or in estimates. If one really wants to redress an injustice then the way to do it is to raise it immediately with my office or with the Ontario Medical Association and let us deal with it.

Mr. Cooke: It depends on what you consider an injustice, a changing of the overall policy or examining each individual case on an ad hoc basis.

Hon. Mr. Norton: It also means whether one is really interested in helping people or using them for political expediency. That is what it really comes down to, and you know it.

Mr. Sweeney: I would suggest that is even more of a reason for us to get a clear statement from you on what is going to be happening over the next two years. Perhaps when you take the time to respond to us, you can fill that in.

Hon. Mr. Norton: I do not have a crystal ball.

Mr. Sweeney: No, I do not expect you to, but you have been in this ministry for a little over a year now. You have dealt with this issue for that full time and have had an opportunity to speak to two different governments. Given the political face of the government in power in Ottawa now, I think it is not unreasonable for us to expect you to feel you have an opportunity to present your case in a slightly more positive way. We also feel you should have a pretty good idea of your plans and of your reasonable expectations. That is all I am looking for. I do not ask you to look into a crystal ball.

Let me give you one other bit of information. In February of this year, the Family Service Association of Metropolitan Toronto interviewed 84 of its clients. I am not sure exactly how those clients were selected. My best understanding is it was a relatively random selection. Of those, 84 per cent said they would face financial hardship if they were extra billed. Those people were asked: "If you had to face

extra billing, would it be difficult for you? Could you handle it?" Of the 84 people who were interviewed, 84 per cent said they would face financial hardship.

More important, 45 per cent—almost half—said they had been extra billed in the previous 12-month period, something into which one of your people might want to check. That is the Family Service Association of Metropolitan Toronto. It did this in February of this year, so it is fairly current.

Mr. Cooke: That was raised in the House. I am not sure whether the minister has looked at it yet, though.

Mr. Sweeney: It indicates once again the present process is not being as discriminating as the minister would like to think it is, or that he has suggested it is. I cannot speak for the family service association. The information was simply passed on to us and I would raise it once again.

We have spoken about extra billing for medical services. I would also like you to give us some indication of the situation with respect to extra billing, user fees or whatever other term you choose to use in other areas. For example, it was brought to my attention through one of my colleagues that Dr. Shipley in Belleville indicated one of his elderly patients was charged an extra \$20 for ambulance services. The next time that same patient had to go to the hospital and the doctor said, "Call the ambulance to get you there," she refused. She said, "I cannot afford that."

He was rather incensed, and I am sure you can understand that. He called the member for Quinte (Mr. O'Neil), who represents the area, and said, "There is all this ruckus about doctors extra billing; what about these kinds of things?" I do not know how widespread that is, but I understand it is happening in a number of other areas. I would like some feedback from you on how widespread it is. What kinds of services attract a user fee at the present time? What is your position on it today and what is your position going to be in the near future? Are we facing the same kind of problem I just described to you of the elderly lady in Belleville? Let me leave that there. I have indicated the concern we have.

2:20 p.m.

I want to wind down with two more areas. The first is medical care in northern Ontario, which the minister knows has been a concern of both opposition parties over the last number of years. We have a Northern Affairs critic who gets up into northern Ontario on a fairly regular basis and who has been, over the last year, looking

particularly into the whole question of health care in northern Ontario. He has brought to my attention a number of issues I would like to share with you.

It is my understanding that the whole question of transportation of ill people in northern Ontario is becoming somewhat critical. For example, it has been brought to our attention that in three northern Ontario communities the cancer society has been paying up to 50 per cent of the money in its bank accounts to assist cancer patients to travel from the north to wherever else they have to go, more than likely to Toronto.

Hon. Mr. Norton: That is not just a northern policy. The cancer society—the Ontario Cancer Treatment and Research Foundation, I guess it is, does that all over the province.

Mr. Sweeney: Particular cases were brought to our attention: for example, in Sault Ste. Marie, they spent 42 per cent of the money in their budget for that purpose; in Thunder Bay they spent 37 per cent; in Sudbury they spent 50 per cent.

The point that has been brought rather forcefully to our attention—and I, in turn, would bring it rather forcefully to your attention—is that such is not the intention of those societies. It is not their role to spend money for that purpose. As a result of their doing that, the other kinds of things they should be doing more appropriately are not being done.

The minister is well aware of the fact of other northern Ontario members who have brought transportation problems to his attention. One particular case has been brought to our attention.

An 11-year-old Thunder Bay child has been receiving treatment in Toronto every three weeks for a two-year period. Each trip for the mother and the child costs \$463, for a total of \$25,000 spent on transportation over a two-year period. I think you will agree that is a lot of money and is definitely something that has to be looked into. The need is not being met at present.

The minister is well aware of the shortages of specialized personnel in northern Ontario. I noticed he addressed it briefly in his statement. Let us pick up that point and continue from there.

It has been brought to my attention that there is a shortage of psychiatric personnel in Thunder Bay, Timmins, Sault Ste. Marie, Wawa and Rainy River; there is a shortage of speech pathologists in North Bay; of surgeons in Red Lake, Dryden and Thunder Bay; of francophone personnel in all areas of northern Ontario; of obstetricians in Kenora and the Sault; and of

general practitioners in Kenora, Rainy River and Sault Ste. Marie again.

A number of options have been suggested to the minister. Ways in which foreign-trained doctors might do their internship in northern Ontario have been suggested. Another option is that there would be an agreement among young people wanting to go into medicine that they would spend a certain period of time in northern Ontario.

A third one was a provision whereby a number of young northern people who want to get into medical school and have difficulty doing so, and who express an intention to go back and practise in the north, might be, under certain circumstances—and I do not profess to know the best way of doing it—be given an opportunity to get into medical school.

The fact remains very clearly—it is nothing new, it has been going on for a long time—that there is a shortage of specialized personnel in northern Ontario. It might very well be that we have to look at the kinds of people we are training as opposed to trying to persuade other people to go up there.

As I indicated a few minutes ago, the minister did make some reference to this in his statement.

There is a particular bed shortage problem in northern Ontario. The difficulty is that some of the promises which have been made in the last couple of years are simply not being kept.

I notice the minister did refer to, I believe, a new hospital in Timmins and I think a new hospital in North Bay, if I am not mistaken. I think there were two major areas where he indicated some changes are going to be made. That is recognized and certainly applauded, because I have a reference in my notes here to Timmins. Since that has already been addressed, I will not refer to it.

I have also references to chronic care needs. I think I will leave those until we get to that item in the vote.

I want to close off with a specific reference to the native population. The minister is well aware of the fact that the native population, for many reasons, has special needs and I would like some reference back from the minister when he responds to this as to exactly how his ministry is trying to meet those needs.

It was brought to my attention, for example, that in Spanish, Ontario, where there is a real home care need, that the Victorian Order of Nurses is simply not able to get in there and fill that need, although they would be prepared to do

so if the funds and the staffing were available to them.

I do not want to go into any of the details of this but the minister, I am sure, has particular references he would bring to our attention with respect to that.

The others I will leave for the individual votes. Thank you.

Mr. Wiseman: Mr. Chairman, before we start, our colleague the member for Lambton (Mr. Henderson) tells me he is celebrating his birthday today.

Mr. Chairman: He is about 195, according to my wife.

Mr. Henderson: I am 194.

Mr. Wiseman: Is it one year over 39 or something like that? I am sure we all wish him many happy returns.

Mr. Chairman: I am sorry I missed your big party, Lorne.

Hon. Mr. Norton: Congratulations, Lorne.

Mr. Henderson: I have lived every minute of those 64 years. I intend to continue.

Mr. Chairman: Do you think we should have an annual holiday?

Hon. Mr. Norton: I think so.

Mr. Wiseman: Only if he invites us to his party.

Mr. Henderson: Does that rate an adjournment, Mr. Chairman?

Mr. Chairman: I think we had better wait.

Mr. Sweeney: I suggest we proceed. Congratulations, Lorne.

Mr. McGuigan: We never questioned whether you were alive or not, Lorne. We knew you were.

Mr. Henderson: There are those who wonder.

I was born at 20 minutes to 12.

Mr. Chairman: Really? And your middle name is not Goblin?

Mr. Henderson: I have been called a lot of things, but my names are Lorne Charles.

Mr. Chairman: We will live it up; we will not sing "Happy Birthday" to you.

Mr. Cooke: I suspect, Mr. Chairman, that Lorne was probably delivered by a midwife.

Mr. Henderson: By my grandmother, in a little three-roomed house—which is still standing, believe it or not.

Mr. Cooke: Which means tomorrow you will probably be supporting my private member's bill on midwifery.

Mr. Henderson: What is your private member's bill? I read it but I did not get any meat out of it.

Hon. Mr. Norton: I think the member for Windsor-Riverside (Mr. Cooke) is being very sexist; I really think the name ought to be changed to midspousery.

Mr. Chairman: Or midpersonery.

Hon. Mr. Norton: No, midspousery, because a wife is a spouse.

Mr. Cooke: I will be glad to accept that as the first amendment when you let the bill go to committee of the whole. Something makes me suspect it will never get to committee of the whole.

Hon. Mr. Norton: There is nothing to suggest that men cannot be midspouses.

Mr. Cooke: No, I thought of that, but I am a traditionalist and I did not want to change too much.

Hon. Mr. Norton: I thought you were going to say you are a conservative at heart.

2:30 p.m.

Mr. Cooke: I will be as brief as I can in my opening comments. This is my second set of estimates.

I welcome Mr. Sweeney to this ministry's estimates. He and I used to square off against the Minister of Colleges and Universities (Miss Stephenson) a few years ago and that was always enjoyable, although John seems to have a better knack of speaking at length than I do. This year we have cut back the hours, but I am sure they will be filled almost entirely with his comments. I will get in when I feel I need to get in, although I hate estimates, so you can speak as much as you want, John.

Since we met last year to examine the estimates of the Minister of Health the issues have not changed a great deal. Last year we discussed hospital overcrowding, inappropriately placed patients, nursing home problems, lack of community home supports, ex-psychiatric patients and the lack of housing in the communities, extra billing, and the list goes on. These are the exact same issues that have been raised by my colleague in the Liberal Party and are many of the issues I will be raising again as well.

There has not been much in the way of resolution of those problems. Today, almost one year later, these issues, along with many others, continue to be unresolved by your ministry. In fact, little positive action has been implemented at all by the Minister of Health. The feeling among the professionals and consumer groups I

have talked to in the last year is that there is no plan or vision in this ministry and that in some respects the minister has isolated himself and does not seem to know what some of the very basic problems are in the ministry and throughout the health system.

The former Minister of Health set in motion a consultative process in which regional meetings were held and health care professionals and others involved in the system attended. Many of the reports I have had coming out of these meetings indicated there was considerable common ground. There seemed to be an acceptance that while the current system provided good care relative to other jurisdictions in the world, there was much room for improvement and a need to proceed beyond health insurance for the ill to a system of health care based on prevention.

The new Canada Health Act gives us that opportunity. The new act also leaves the door open for wider use of other health care professionals such as nurses, psychologists, health care aides, social workers, etc. The existing system is controlled totally by doctors and the delivery model is based on treatment of illness and not prevention.

Greater accessibility to our health care system could be accomplished if, for example, nurses were accepted as full and equal participants in the system. Nurses contribute significantly and effectively to the promotion and maintenance of health and they are quick to refer problems to physicians when such expertise is required. Studies have proved that where a nurse is onsite at a senior citizens' apartment building, the seniors fare better on ratings of morale and mobility and have fewer admissions to hospital than a matched group of senior tenants in a building that does not have access to such necessary care.

In community health clinics where nurse practitioners provide primary care, the quality of care is equal to or better than that provided by family physicians, and patients are satisfied with the quality of care they are receiving. This enables physicians to spend more time with patients requiring their expertise, thereby eliminating assembly line medicine. Professionals are used at the appropriate level in the system, which is much more efficient and cost-effective.

After several months of hearings and follow-up reports, nothing has changed fundamentally in the health care system of Ontario. In fact, the minister's total response to date to the consultation process seems to be his statement to the

health councils, which was to establish a few day hospitals and a few bed registries.

The health care system in Ontario is in a state of crisis. With our emphasis on institutions such as hospitals and nursing homes and our lack of adequate community-based alternatives, hospital overcrowding, waiting lists and cancellations of elective surgery remain problems as much this year as they were last year. Budget restraints and the lack of adequate capital budgets mean communities are being asked to raise more and more money locally.

The overcrowding in hospitals relates directly to the lack of any strategy in our health care system. I do not see any vision for the future of health care in Ontario coming from this ministry. Instead, I see the same old approach of looking at the problems in isolation from one another.

The current problems result in communities and politicians demanding more hospital beds and nursing home beds, which in turn results in dramatic cost increases. Generally speaking, this is the wrong approach. There are exceptions, such as the Stratford situation where an old facility needs to be replaced, in Timmins, or in my home community of Windsor where River-view Hospital, an old school, needs to be replaced.

The appropriate approach, however, would be to put in place alternatives such as home care for the frail or elderly, day care programs, day hospitals, group homes and so on. While these programs would cost money initially, savings would result as the demand for hospital and nursing beds decreases, because more people would remain at home and maintain their independence.

The future of health care in Ontario is bleak unless we take these steps: de-emphasizing institutions, introducing community-based alternatives, and using a multidisciplinary approach to health care. As long as physicians and institutions dominate, costs will increase dramatically and the quality of health care will not improve.

In Ottawa, Kenora, Toronto and many other centres in Ontario, a pattern has been developing that shows a marked deterioration and underutilization of registered nursing assistants. RNAs carry out an important function. Their apparent phasing-out must be addressed by the minister before it is too late. The minister's response to date has been one of noninvolvement. He has said local hospital boards make these decisions and the ministry cannot get involved.

I understand the Ontario Association of Registered Nursing Assistants has been unable even to arrange a meeting with you. It does indicate you have had several meetings with the nurses, but not with the nursing assistants. This lack of recognition of the important role played by registered nursing assistants in the health care system is yet another example of your refusal to utilize the skills of health care professionals at the level for which they have been trained.

In February 1984, Laurentian Hospital in Sudbury laid off six full-time or part-time RNAs with a promise to eliminate 52 positions by September. Similar layoffs have occurred in Owen Sound and Renfrew. At Bonnechere Manor, in Renfrew county, management decided to reclassify all RNAs as resident attendants. They are still expected to maintain their registration with the college, even though their pay was cut.

In Owen Sound, the process was one of gradual reduction of duties to the point where RNAs became uneconomical. This process has been used at various other facilities. The next step is to declare RNAs redundant and phase them out. They will be replaced either by health care aides or in some cases by registered nurses on a ratio of two RNs for three RNAs.

The long-term implication of this phase-out process will be less bedside care and increased health care costs. All health care professionals should be used to the limit of their skills and training. In-service training can build on these skills. By appropriate use of RNAs, RNs and health care aides, cost savings can be achieved and patient care improved.

In late June, I wrote to the minister about the North York council decision to cut \$420,000 from the public health budget. This was done even though North York had a ratio of one public health nurse per 4,448 people, while the ministry's guideline apparently is one per 3,400 people. North York council says its cutbacks will be completed without any decreases in service.

How this claim can be made is beyond me. These cutbacks will result in case loads that will not get adequate service and the deterioration of morale. Public health increases are essential in the prevention aspect of health care.

2:40 p.m.

The public health nurse is the linchpin for plugging people into available services, yet the minister's only comment was that the medical officer of health for North York assured his staff that North York council was committed to providing the legislated services to people in its

jurisdiction. After these massive cuts in the public health department that was already understaffed, it is very difficult to accept this assurance. This was but another example of the ministry's lack of commitment to prevention and its preference to continue the present system dominated by doctors and hospitals.

The new Health Promotion and Protection Act may be the most progressive in the country, as you state, but it will not work if the financial commitment is not made by your ministry and local councils. One solution would be for your ministry to accept the argument that public health should be paid for entirely by the Ministry of Health and that local contributions, taken from the property tax base, should be eliminated. Municipalities will always look for methods to cut back in these areas as long as we have to rely on a regressive property tax for funding of health and social services.

Trauma from motor vehicle accidents, falls, fires and homicides is the third most common cause of death in Ontario and the leading cause of death under the age of 45. Sunnybrook regional trauma centre is the only such trauma centre in the province. Operating since 1976, its case load has grown from 70 to 500 per year. The centre is operating at maximum capacity and 60 per cent of its cases are from outside of Metro. Ninety-seven per cent of the centre's patients are blunt trauma cases, such as those from motor vehicle accidents, falls and industrial accidents. These have an 83 per cent survival rate.

The time has come for the ministry to expand funding and establish a system of trauma centres province-wide. Cities such as Hamilton, Sudbury and Kingston would greatly benefit from trauma centres. The Metropolitan Toronto District Health Council has called for Metro to establish trauma centres at St. Michael's Hospital and Toronto General Hospital, as well as a paediatric trauma centre at the Hospital for Sick Children, to handle the more than 2,000 trauma victims in Metro and surrounding centres each year.

The effectiveness of regional trauma centres has been documented over and over again. United States studies show a reduced death rate from trauma of 30 to 40 per cent. In West Germany, deaths from motor vehicle accidents has been reduced 25 per cent with the introduction of trauma centres. In 1980 in Metro Toronto and surrounding counties 500 people died in car accidents and more than 45,000 more were injured. The Sunnybrook centre can service only

a limited number of trauma victims. The need for expanded services has been established.

Paramedic services are still at a pilot project stage in Ontario. The ministry has not made a long-term commitment to these services. Again, the proven effectiveness of paramedic services raises the question of why it is taking so long for the ministry to expand these services.

The Canadian Medical Association reported in a study in 1983 that the survival rate from cardiac arrest was 11 per cent using paramedics, as compared with two per cent using emergency medical attendants. If cardiopulmonary resuscitation is administered by a bystander and follow-up care is performed by a paramedic, survival rates increase drastically to 30 per cent.

As far as I am aware, the ministry still has not decided how these services will be funded on an ongoing and expanded basis. Cost savings can be achieved through the development of effective, rationalized emergency services. Individual rehabilitation costs are lowered by prevention and lives can be saved.

I cannot understand any rationale for delaying expansion improvement of Ontario's emergency services. Paramedics and trauma centres should be available province-wide and this expansion must begin now. Each year 400 Ontario citizens die needlessly. If the ministry were committed to appropriate emergency services, these deaths could be stopped.

Last year I spent considerable time in my leadoff statement talking about the problems of hospital overcrowding. We had conducted an in-depth survey that showed without any question that because so many acute care beds were occupied by patients waiting for nursing home and chronic care beds, emergency admissions had to stay in hospital hallways or special holding areas.

Because of the chronic problem, many hospitals converted part of their hospitals to special holding areas. Some patients remain in hallways or emergency areas or these specially constructed holding areas for several days. The only response from the ministry at this point has been to set up a bed registry in six communities.

The basic problem of inappropriately placed patients remains. For example, in Windsor, the placement co-ordination office reports to us that those waiting for chronic care were as follows: 64 in acute care hospital beds, 24 in nursing home beds awaiting chronic care beds, and four in rest homes waiting for chronic care placement. Of those waiting for nursing home beds, 49 were in hospital, 20 in rest homes and 23 at home.

Waiting for homes for the aged were five in hospital, one in a rest home and eight at home.

In Ottawa-Carleton, the placement co-ordination service reports that in September 1984 it had 85 people in rest homes or retirement homes, of which 46 required extended care, five required chronic care and 34 required home for the aged placement. In addition, many more people are in acute care beds waiting for chronic care in nursing homes.

One of the problems we have had in trying to gather data on these problems has been that your ministry has been less than co-operative in supplying opposition critics with the reports from the various regional placement co-ordination offices. We have asked several times and we have not been able to get the reports.

Hon. Mr. Norton: What are these reports again?

Mr. Cooke: The placement co-ordination service sends in quarterly statements—they might be monthly, but I think they are quarterly—of what the situation is. For some reason, your staff say we cannot have access to that information. I do not know why not; there is no explanation. We have even written to you, your executive assistant and everyone. Ever since Larry left, this ministry has become very secretive.

Maybe at the appropriate time someone from your staff can explain why the opposition parties have to be kept in the dark and have to make phone calls all over the province when you have the data at your fingertips.

Hon. Mr. Norton: Any time we have an opportunity to shed a little light on things for you, we would welcome the opportunity.

Mr. Cooke: You can be accused of many things, but one thing I can say from your answers in question period is that you never shed light on anything.

The Metro Toronto long-term care bed needs report revealed that in a nine-month period 87 per cent of hospital patients who were placed in long-term care settings had delays in obtaining placement. In total, these patients waited 150,000 days in hospital, primarily for chronic and extended-care beds, for which the average delays for Metro Toronto residents were 100.4 days and 63.6 days respectively.

In total, 9.7 per cent of the patients sampled were felt to be inappropriately placed. The largest number of inappropriate placements was found in acute care beds. There were 1,090 patients, or 13.9 per cent.

Mr. Chairman: The minister has to answer a phone call right across the hall. Do you want to carry on or just recess for five minutes?

Mr. Cooke: Recess.

Mr. Chairman: We will recess for five minutes then.

The committee recessed at 2:48 p.m.

2:54 p.m.

The Vice-Chairman: Are you back and attentive?

Hon. Mr. Norton: I am back.

The Vice-Chairman: I was going to get you started, Mr. Cooke, but I have to see what the minister is doing here.

Are you ready? He is ready.

Hon. Mr. Norton: Thank you very much for allowing me to interrupt, but there was a call I had to make this afternoon to someone who is—

Mr. Cooke: We ought to come back for 10 minutes on a Wednesday two weeks from now.

Hon. Mr. Norton: I was counting on your love of estimates to just overlook that.

Mr. Cooke: I was talking about inappropriately placed patients and the statistics from the Metro bed study report. These inappropriate placements represent an incredible waste of health care resources. Until this backup of patients is dealt with, overcrowding, holding areas, cancelled surgery and risk to life will remain.

The Ontario Hospital Association says that capital requirements in the system now amount to at least \$4.5 billion. The minister said in the Legislature that this amount could be as much as 50 per cent below the real need. At the present rate of capital supplied by the ministry, it could take 25 to 35 years to meet the needs.

The minister also stated in the Legislature that communities raising capital locally can expect ministry assistance first. In fact, at the end of the statement he made it clear that communities that raised more money than the normal one third can be expected to get ministry assistance first. This means that affluent local communities will get new facilities or replacements of high-tech equipment long before poor communities.

The wealthy communities will do better than poor communities. Communities experiencing chronic high unemployment or communities that have lower average incomes can expect to be on the bottom of the list.

This two-class system is unfair and ensures that equal access to a quality health care system is denied. This kind of policy also will force some communities to go to the private sector for new facilities, which in the long run will mean less community control and, over time, increased costs.

A case in point is the Stratford General Hospital. This hospital has been trying to obtain funding approval from the Minister of Health since 1970. I understand that you have now approved the funding for this hospital.

Hon. Mr. Norton: For which?

Mr. Cooke: Stratford—or are you still working on it?

Hon. Mr. Norton: It has gone through.

Mr. Cooke: It has? In any case, in the process when they were attempting to get this assistance for their various expansions, renovations and modernization, they were originally told they could expect no assistance until 1990 and that it might be better to go to the private sector, even though the public inspections panel of the county of Perth had determined that the rehabilitation and extended care unit building was a firetrap and would have to be condemned by December 1985.

Similar problems exist in my home community. Riverview chronic care hospital is a converted old school and \$1.2 million, which I believe is now up to \$1.5 million, had to be spent on renovations this year just to make it fairly acceptable. Last winter, during the very cold weather, the hospital could not keep the temperature at acceptable levels due to poor windows and poor heating systems. It has been 14 years since the need for a new hospital was recognized; yet to date we still have an inadequate facility.

Given the shortage of capital and given the fact that it is only a matter of time before the new hospital is built, it seems rather ridiculous that we have to spend \$1.5 million on the present facility. Surely the logical approach would have been to approve the new hospital and begin construction, thereby using this money for the new facility.

The announcement of a further study or task force regarding the proposed hospital in Windsor is just one more delaying tactic by your ministry and the local health council. If the hospital was approved now, not only would we get a badly needed new hospital, but desperately needed jobs in the building trades would be created.

In June of this year it was brought to my attention that the Hotel Dieu hospital of Windsor had decided to charge a new user fee, called the waiting placement fee. At the time, this fee was to be \$486.49 a month and was directed at chronic care and extended care patients awaiting appropriate placement. This fee, of course, was a major new user fee. The hospital would have received funding for acute care beds from the ministry and at the same time a \$500-a-month profit.

The argument used by the hospital was that new additional revenue was needed to carry the costs of patients using hallways and holding areas as no funding is provided by the ministry. Lack of assistance in this area is totally wrong.

When the matter was brought to my attention, our research indicated that Kitchener-Waterloo Hospital had been charging this fee since April 1, 1984, and that the Joseph Brant Memorial Hospital in Burlington had been charging the fee for three years. Under the business-oriented new development program the hospital got to keep all of this revenue.

3 p.m.

The minister responded by saying this fee was against ministry policy and had to be stopped. Further, the minister said he had been aware of this fee and had ruled against it by letter in the past. My contact with Hotel Dieu of St. Joseph Hospital in Windsor revealed that before the fee received final approval by the board at the hospital, the Ministry of Health staff was advised and voiced no objections.

I find it difficult to believe the ministry staff did not know that some hospitals had been charging this fee for up to three years. In fact, in the end, the only way the fee was ended was by the minister sending a letter to all hospitals saying the fee must be stopped or legislation would be introduced, made retroactive and hospitals would have to refund moneys already collected.

I feel moneys collected should have been refunded and that an explanation as to how this was allowed to occur should be given by the minister in his response to our opening statements. I hope a fuller explanation can be given as well why the minister or the ministry was not aware specifically of the situation of the hospital in Burlington that charged it for three years.

On August 1, 1984, the government raised the fees to nursing home and chronic care patients. The fees rose by \$40 per month and will rise again in the new year by about the same amount, which means that by the end of these two major increases the total increased cost will be about \$1,000 per year.

The ministry justifies grabbing this new income on the grounds that pensioners' incomes have risen. What has actually happened is that incomes of single pensioners rose by \$49.06 per month, of which \$31.94 came from the federal government, but the ministry has taken back \$40.15 per month.

Not all nursing home residents or chronic care patients get this pension increase, but all will

have to pay the increase in the user fee. For example, the case raised by my leader in the Legislature the other day demonstrates clearly how unfair this increase is. The family in Walden, near Sudbury, has a total income of \$806 per month. The gentleman was paralysed by a stroke and was placed in Sudbury Nursing Home. His income has not gone up since he does not receive old age benefits, but he still has to pay \$526 a month. This represents 65 per cent of his family income. His wife now has only \$280 a month to live on.

I have had cases come into my own office of a spouse living at home with the partner in hospital or nursing home. They often have a small private pension and therefore receive none of the pension supplements. Since they are not renting in the public sector—they are in the private sector—their budget is extremely tight. Now with this increase, their disposable income has dropped by \$500 a year, and after the second increase it will be by \$1,000 a year.

This increased user fee is unfair and will mean that hundreds, if not thousands, of families living at home will be in difficult financial circumstances as long as a spouse is in a nursing home or chronic care facility.

The copayments are increased quarterly in line with pension increases, but these quarterly adjustments were to reflect cost-of-living increases only. These special pension increases are not cost-of-living increases. They are in recognition that singles are living in poverty if they only have income from old age security, guaranteed annual income system and guaranteed income supplement.

Much of the costs of this pension increase to the province will be recovered through this new user fee. I believe the total cost of the pension increase was \$27 million. The province is going to get back through this new user fee something like \$15 million. The ministry should take action to roll this increase back.

To date, four months after the Canada Health Act became law, this government still has not responded to the issue of extra billing. Although this government has no trouble taking millions of dollars away from nursing home or chronic care patients, many of whom are at the lowest levels of income in our society, through these increased copayments, this government refuses to take action to end extra billing, which would reduce the income of a few of our wealthiest citizens.

A survey taken earlier, and referred to by the member for Kitchener-Wilmot (Mr. Sweeney), by the Family Service Association of Metropoli-

tan Toronto showed that 45 per cent of its clients who were surveyed had been extra-billed. This 45 per cent figure shows the full extent of extra billing in Metro Toronto and other areas of the province where many specialists have opted out and are extra billing.

Eighty-four per cent of those extra-billed patients said they had difficulty paying their bills. Nineteen per cent were unemployed, 48 per cent were below the poverty line and 90 per cent earned less than \$30,000 a year.

On March 23, 1984, the Treasurer (Mr. Grossman) told the Legislature: "The honourable member would presume that the doctors are extra-billing the people less well-off in society. I know many of those doctors and I know many of the patients and I say that in the vast majority of cases they are extra-billing the better-off in society."

Without any documentation to support this statement, the Treasurer holds firmly to this belief. The minister has also held that patients who cannot afford extra bills will not pay them and that the Ontario Medical Association will mediate. In other words, individual doctors will first apply their means test and determine if they feel an individual can afford to pay extra fees. Then if there is a disagreement, OMA will apply its means test. This process also means that patients have to reveal all their personal financial problems to a doctor who should be concerned only with helping the individual to get well.

As of July 31, 1984, 87 per cent of the anaesthetists, 64 per cent of the obstetricians/gynaecologists, 59 per cent of the ophthalmologists, 58 per cent of the urologists, 47 per cent of the general surgeons, 40 per cent of the orthopaedic surgeons and 34 per cent of the psychiatrists in Metro Toronto were opted out. Instead of having a system where patients see doctors according to their needs and medical priority, we have a system where patients have to shop around to find an opted-in doctor. When they are sick, Ontarians do not want to beg for charity medicine. That is why extra billing should be banned.

Widespread opting out of specialists means, for example, that 129 of the 203 obstetricians/gynaecologists in Metro Toronto are opted out. In Sudbury, all eight obstetricians/gynaecologists are opted out, and down the road in North Bay, two of the three gynaecologists are opted out. As a result, there is only one opted-in gynaecologist serving the vast area stretching from Sudbury to North Bay to New Liskeard.

Problems exist throughout the province. In my home area of Essex county, 57 per cent of ear, nose and throat specialists and half of the orthopaedic surgeons are opted out. Around London, 96 per cent of the anaesthetists, 66 per cent of the urologists, 64 per cent of the orthopaedic surgeons, 60 per cent of the plastic surgeons and 53 per cent of the ophthalmologists are opted out. In Niagara region, all the plastic surgeons, 73 per cent of the urologists, 57 per cent of the anaesthetists and 50 per cent of the ear, nose and throat specialists, ophthalmologists and orthopaedic surgeons are opted out.

Every dollar a doctor extra-bills costs Ontario taxpayers an additional dollar in lost federal revenue. The Conservative Party is asking us to pay \$50 million so that doctors who earn an average of \$120,000 can extra-bill patients who have family incomes of under \$30,000 on average. We need a one-price health care system: the amount negotiated between the OMA and the government.

Equally disturbing are the ever-increasing OHIP premiums. These premiums are taxes which, because they are not related to income, are regressive and hit the low-income and middle-income earners who do not get this benefit paid for at work. In 1975 the single rate was \$11 per month and the family rate \$22. Today a single person pays \$29.75 per month and a family \$59.50, or \$357 and \$714 respectively per year. This represents a 300 per cent increase in the last nine years.

This regressive tax continues to be strongly opposed by my party. We continue to feel that progressive taxes, such as income tax, should be used to pay for basic and necessary programs like health insurance. The maintenance of premiums means that low-income and middle-income people in our province are the highest taxed in Canada. Surely it is time we began to phase out premiums and follow the lead of other provinces that do not have this regressive tax.

3:10 p.m.

In July 1982, this government introduced the assistive devices program which pays 75 per cent of the cost of equipment and devices such as wheelchairs, braces and lifts required by handicapped people under the age of 18. The program benefits approximately 15,000 people.

The program has been evaluated and the advisory committee has recommended implementation of stage 2, to extend the program to adults. Yet to date, the government has done nothing except promise that at some point,

perhaps in this fiscal year, the program will be extended.

In fact, Minister, in a letter you wrote to me on this subject just a few weeks ago, you said the holdup was some undefined administrative problem. When you are responding to our opening statements, I would like to hear what that problem is.

The hardships imposed on disabled persons and their families must be addressed now. The average cost to provide basic equipment for a quadriplegic is approximately \$10,000. After the startup, there are ongoing costs for maintenance and replacement of equipment. Electric wheelchairs are one of the most common items requested, at a cost of \$2,500 to \$4,000 and with a maintenance cost that can reach \$1,000 per year.

Prosthetic devices are also expensive, starting at \$1,000 and costing up to many thousands of dollars for artificial limbs. Thousands of women who have had to deal with cancer of the breast must sometimes spend hundreds of dollars to purchase breast prostheses. The cancer society will sometimes help, but its dollars are limited.

Many individuals who have had limbs removed because of disease or an accident must deal not only with the emotional trauma but also with the financial worry of having to purchase expensive assistive devices. As a result, many individuals either do not get the assistive devices or they are kept in poverty by the expense.

The various service clubs that do help are all hard-pressed. Quite often the search for help takes months and is extremely difficult. We have all received letters recently that outlined cases of individuals who need help. I would like to run through a few of them.

Mr. Al Pizzacalla of Thorold, aged 35, had a swimming accident in 1966. He is not employed and receives a disability pension of less than \$400 per month. He has been responsible personally for the costs of equipment and supplies over the past 17 years. The most recent purchase of equipment was \$325. With the assistance of the Canadian Paraplegic Association, this man has been able to remain in the community.

Mr. Ken Chapman of Toronto, aged 29, was injured in July 1981 in a boating accident, leaving him a quadriplegic and dependent in most activities of daily living. He worked part-time before the accident but received no benefits from this job. His insurance paid a portion of the electric wheelchair he needed in

1982. He must personally fund the maintenance or replacement cost.

Ms. Dorothy Misener of Hamilton needed a walker at a cost of \$269. Her income is a disability pension of less than \$400 a month. She has had to seek assistance from organizations such as the March of Dimes and other voluntary agencies. She told me the Rotarians have just given her a scooter, which has increased her independence. She is very thankful that at least a service club was able to help her.

Another individual, aged 33, a quadriplegic as a result of a diving accident in 1972, is not employed and receives a disability benefit of less than \$400 a month. Recently, a purchase of equipment costing \$1,200 assisted him to remain in his own home.

Another individual, aged 46, a single parent of two children aged nine and 11, is a quadriplegic as a result of a diseased spinal cord. In 1977, when he was discharged from hospital, his insurance covered a one-shot purchase of equipment, but had no maintenance or replacement value on his equipment. He used his savings to make his house wheelchair-accessible. He now requires an electric wheelchair at a cost of \$4,000, but his children also need dental care, so he had to make a choice. His choice was to get the dental care for his kids.

There are many other individuals like the few I have mentioned who have been in need. Much of their time and that of their families is taken up by going from service club to service club, trying to get help. Many do not get help. Some are in hospitals or other institutions because they did not get help for assistive devices and because they could not get accessible, geared-to-income housing.

The cost to the taxpayers for this loss of independence runs to the millions. The cost to the individual in financial and emotional terms is immeasurable.

The housing problems, which do not come directly under this ministry, certainly impact on the budget of this ministry. For example, in Windsor, Alpha House, which provides apartment living for the physically handicapped, was originally perceived as short-term housing until the residents were able to live independently.

The Windsor housing authority has not allowed any of the residents to move into its rent-geared-to-income housing. Therefore, few residents have moved out of Alpha. Because of this, individuals who could benefit from Alpha cannot get in, and many remain in expensive

health care institutions when this need not be the case.

Health and medical services in northern Ontario is another area where the ministry's efforts fall far below reasonably meeting the need. My leader and I and our members from northern Ontario have discussed this many times in the Legislature. Everywhere we go when visiting northern Ontario we find widespread dissatisfaction. Even supporters of the Progressive Conservative Party in the north tell us the government is neglecting northern health care needs.

Most northerners do not have the same access to health services as people living in southern Ontario. A shortage of doctors, specialists, therapists and health facilities throughout the north means many northerners do not have access to basic health care that is taken for granted in cities in southern Ontario.

More than half a million francophones living in northern Ontario do not have access to doctors or mental health workers or speech therapists who can communicate in their own language. Lack of services in one's own language is a barrier to access to health care.

High travel costs are the most expensive user fee for health in the north. The Ontario health insurance plan has failed totally as an insurance scheme. It covers medical services, but doctors and specialists are so far away that the cost of travelling to see them places real hardship on northerners.

Every day at least one person travels from Sault Ste. Marie to Sudbury for a computerized tomography scan. In Dubreuilville, workers lose a day's pay when they travel to see a doctor. It takes five weeks for people in Wawa with non-emergency cases to see a specialist in the Sault. Those who can afford it travel to Toronto or Thunder Bay. In Chapleau, almost no surgery is done at the local hospital and no medical services are available in French.

These realities are made more grim when one talks to individuals about their situations. For example, Rick Zillman of Atikokan has a hereditary eye disease. He was told to take his children to a good ophthalmologist in Toronto where they could be tested and remedial work could be done. Mr. Zillman is on workers' compensation and cannot afford the trip. His kids will not be tested.

A woman in northeastern Ontario described how, twice a year since her daughter was eight months old, she had taken her to Toronto for treatment at the Hospital for Sick Children. She

had applied for public subsidy via the social services department. However, even though she had separated from her first husband and remarried, they still wanted her to go back to her first husband to get the costs of travel to the south underwritten.

She pointed out that Ontario Northland paid 50 per cent for the patient but not for the companion. She pointed out that meant \$80 to \$90 for the return trip to Toronto, plus a day's wages. It was not uncommon for people in the Tri-town area to catch a train at midnight, go to Toronto for the day, and catch a train that brings them back at 2 a.m. the next day.

People talked about getting money for travel from the cancer society and the Kidney Foundation of Canada. Others talked about finding that travel expenses were tax deductible. This seemed to be a question of who read your tax returns.

Another northerner told us the cost of medically necessary travel was an enormous strain on the family. He talked about sleeping at Union Station because of having seven or eight hours to wait between trains and no money to go anywhere. There was nothing to do but hang around the station.

Another gentleman who had cancer of the larynx had extensive surgery at Princess Margaret Hospital in Toronto. He also had surgery in North Bay. When he went into hospital for three months during the winter, his wife had to give up her employment and stay with relatives in Toronto to be with him. They bore all the transportation costs themselves and only the presence of relatives allowed them to be in Toronto.

The Minister of Health keeps refusing to provide OHIP coverage for medically necessary travel, saying northerners would prefer it to be spent on local services. The problem is that this government has completely failed to provide a basic level of local services. The worst problems are in the areas of mental health services, speech therapy, physiotherapy and orthopaedics.

3:20 p.m.

The waiting list of stroke victims and others needing the services of speech therapists at Laurentian Hospital in Sudbury runs to more than 70 people. They will wait an average of two months. In Timmins, there is no speech therapist available to stroke victims. The five hospitals in the huge Nipigon area—in Geraldton, Marathon, Nipigon-Red Rock, Terrace Bay-Schreiber and Manitouwadge—share a travelling dietician, and the hospital in Marathon is the only one in this group that has a general surgeon on staff.

The list of specialists lacking even in a large centre like Timmins is depressing. Timmins could use two orthopaedic surgeons, someone in nuclear medicine, urologists, an ear, nose and throat specialist, an ophthalmologist, a gynaecologist and a psychiatrist, especially those fluent in the French language. At present Timmins has no certified anaesthetist, but four of the general practitioners are trained in anaesthesiology.

The need for a French-language psychiatrist has been an ongoing problem. They have one bilingual French applicant. They said they deal with French-language psychiatric needs with an occasional visiting psychiatrist from Quebec. There are bilingual social workers, nurses and psychometrists.

Other services the hospitals cannot provide, or have had to fight to get, include the following: they just achieved ultrasound recently, but that was a hard fight; they would like increased capacity to investigate vascular diseases; they also need more equipment for eco-cardiology. They said they could justify a computerized axial tomography scanner on the basis of the amount of use, but they were not sure they could afford the expense. Since April, at least 20 people have been sent to other centres for a CAT scan.

The hospital also receives the services of travelling urologists, internal medicine specialists, ear, nose and throat specialists, gynaecologists, paediatricians and general surgeons. The pre-election fulfilment of the last election's promise of a new hospital in Timmins is welcomed and will help improve things.

The Manitoulin-Sudbury District Health Council admitted that stroke victims, unless they were in Laurentian Hospital, were unlikely to have immediate access to speech therapy and probably would have about a two-month waiting period. In the last year they have identified a need for five speech therapists in the region and were able to receive only one.

The Algoma district is developing good community mental health services, but there are too few psychiatrists. Elliot Lake gets psychiatric services on alternate Saturdays. In Wawa, no psychiatrists are available. The people in Hearst face the same problems. The good work of the clinics is jeopardized by the lack of professional support.

In *Aging With Dignity*, the New Democratic Party caucus report on the problems with care for seniors, we identified major gaps in Ontario's provision of services to maintain the independence of seniors. The problems are even worse in

the north. There are shortages of institutional spaces and shortages of services to keep people independent. People worry that poor health and low pensions will leave them in poverty and dependence as they grow old. Solutions are possible and are urgently needed.

Forty-two seniors are waiting for long-term care beds in Nipigon. Many will be sent to facilities hundreds of miles from family and friends. In Chapleau, more than half of the hospital's medical and surgical beds are being used by people with long-term health care needs who should be in more appropriate settings, but there is no place for them to go.

In 1982, Matheson hospital applied for long-term care beds under the EldCap program. They have people who do not want to leave the community as they become older. The Black River-Matheson long-term care study was completed in 1980. The hospital believes itself to be the second highest in Cochrane district after Smooth Rock Falls with respect to extended care needs. However, it has not received any information from the province that things will be proceeding. The hospital continues to study its role in the community. Because of its relative proximity to Timmins, the major and sensible role is to provide emergency and long-term care.

About 25 long-term patients are occupying active beds in St. Mary's General Hospital in Timmins. The adult active beds are almost always full, and therefore this is a problem.

The shortage of physiotherapists has often stood in the way of getting people on the home care program. Since physiotherapy is a recognized service under the home care program, you could get homemaking as an add-on to the professional service. However, if there is no physiotherapist to provide the basic professional service, access to homemaking is lost.

Your government's record on northern health care is appalling. Although the Legislature passed a resolution put forward by Mr. Foulds to have OHIP pay the cost of medically necessary travel, you still have not announced that this will be any kind of a priority. Even though Conservative members from northern Ontario voted and spoke in favour of the resolution, the Conservative government refuses to pay for medically necessary travel.

The Tory program designed to provide extended care beds for seniors in small northern communities has not produced a single bed in the almost three years since it was announced, and the budget of the underserved area program,

which tries to attract medical practitioners to the north, was cut by 11 per cent in this fiscal year.

Three immediate steps are necessary: Medically necessary travel for services not available locally, authorized by a doctor, must become a fully insured service under OHIP; the government must move immediately to provide long-term care beds and expand home care services in northern communities so seniors will not be forced to leave their home community; and more health workers must be attracted to the north through strengthened medical training programs based in northern universities.

Since last year's estimates, little in the way of new initiatives has taken place to resolve the inadequate community supports for discharged psychiatric patients. The housing problem that Mr. Grossman recognized and that you said must be addressed still remains a serious problem. In the last annual report of the ministry, the housing problem is referred to and the only action mentioned in that annual report was that you intended to speak to the Minister of Municipal Affairs and Housing (Mr. Bennett).

When Mr. Grossman was minister, he stated that the Ministry of Health would be the lead ministry for issues related to psychiatric patients. To date, very little has been done that could be called leadership or new initiatives. Boarding homes and rest homes are still heavily relied on for housing. The care and programs offered in these facilities remain inadequate and the ministry continues to refuse to accept its responsibility to regulate rest homes.

We still have not adequately transferred people out of the large institutions into the community, so they feel they are allowed to participate in the life of our communities. The Heseltine report of December 1983 states:

"Major rehabilitation and maintenance services must include a place to live, education/vocational rehabilitation, social/recreation and life-skills training programs. These services are unevenly distributed across the province. The objective is to establish a continuum of rehabilitation and maintenance services ranging from major to minimum support programs. With respect to a place to live the recommendations include improving the eligibility of the psychiatrically disabled for publicly assisted housing, encouraging housing programs with the private sector and with third sector housing programs."

With better community programs and decent housing, many more psychiatrically disabled people could be integrated into the community. Those already in the community would experi-

ence a better quality of life which in many cases would prevent readmission; however, little progress has been made in this direction.

The review of electroshock therapy was welcomed. I personally know Charlie Clark and I think Mr. Clark was a good choice to head up this committee. However, the original makeup of the committee was not balanced. This has since been corrected to some extent, with the appointment to the committee of Carla McKague.

The process used by this committee is leading to further problems. The fact that no public hearings will be held does little to develop trust and acceptance of this review. I cannot understand why the process is so closed. Public hearings could assist in community education as well as assisting in the development of community attitudes towards ECT and, in the end, could assist in establishing an acceptable public policy.

I urge the minister to take what steps are necessary to see that public hearings are held throughout the process. The only closed meetings are those requested by people presenting briefs in which personal cases or situations are to be exposed. If the review is to have credibility, it must be open and acceptable to the people involved on both sides of the issue.

3:30 p.m.

Thousands of Ontario seniors who are in institutions want to and could live independently. Loneliness, despair and related health problems are needlessly widespread. Families who want to help preserve their parents' independence often give up because they cannot find their way through the government's bureaucratic maze to get the aid they need. In many cases assistance is available, or is cheaper, only if you are in an institution.

Seniors still have much to contribute to our society but they are often immobilized because of a lack of income, transportation or appropriate health services. Volunteers, charitable and religious organizations and local government often want to provide services but are stopped by the lack of money. Social and financial costs of growing old are borne by seniors and their families with little government help.

The profits from selling health care to the elderly are growing. The Ministry of Community and Social Services actively promotes for-profit provision of services to seniors more than it promotes the provision of better care. For every problem seniors face in Ontario, there is either a solution or a step towards a solution. The government has stood in the way of those solutions. As a result of our talks with seniors and

care providers, we recommend the following principles should be the basis of providing care for seniors:

First of all, seniors want to live in the community and not in institutions. Second, seniors' services must be provincially funded but planned and delivered locally. The goal should be to provide the community supports that promote wellbeing and independence. Third, financial, physical and moral support must be given to families who care for their elderly and help them remain independent.

Services to seniors must be integrated and co-ordinated by one provincial ministry or agency. We suggest that should be the Ministry of Community and Social Services. Fifth, institutional care for seniors should be provided on a not-for-profit basis. The provincial government should take responsibility for funding and ensuring a high level of programming that will encourage seniors' activities. Last, the lack of services for the confused elderly, particularly those suffering from Alzheimer's disease, must be treated as an emergency situation.

These new directions can give thousands of Ontarians many more years of health and wellbeing. In many cases, these directions and alternatives cost less than the Ministry of Health's current wasteful policies.

The Ministry of Health's home care program is designed primarily to get people out of hospitals. If one's health improves, he is cut off the program. One cannot get homemaking services—such as help with shopping and housekeeping and meals, etc.—unless he or she is sick enough to require home care. The Ministry of Community and Social Services funds a homemaker's services program for the needy through a means-tested program under the Homemaker and Nurses Services Act.

Home care and homemaker's services are essential if many are to remain independent, yet many people are ineligible. In Toronto, for example, a person with \$3,750 in the bank and not sick enough to need regular nursing care will not qualify for homemaker's services unless a charitable agency provides a subsidy. A person requiring three half-days of homemaking a week will not get it because the chronic home care program is limited to 40 hours a month. This person needed 52.

People who do not have homes which the government sees as suitable or who do not have family members to support them are also denied access to programs. So if one is frail and elderly but not sick, he or she cannot get homemaker's

services. Since 1981, this government has been promising new homemaking programs to help this group; nothing has yet been done. In fact in 1984 the throne speech failed even to repeat this promise, and the budget contained no new funds.

Homemaker's services are more than just housework. Homemakers give emotional support to many of their clients. Hamilton has started a palliative care service in which extra homemaking hours are provided during evenings and weekends so that terminal patients can remain at home. This humane system of service delivery should not be limited to Hamilton but integrated into our health delivery system.

We visited an elderly gentleman who was living happily in his home on Hamilton Mountain after treatment in hospital for cancer. While he was in hospital he was told he had three months to live. After six months of being at home amid familiar surroundings and neighbours he was still enjoying life. He could not have had this service if he had been poor or if he was living on a public pension, yet round-the-clock homemaker's service is cheaper than keeping someone in a chronic care hospital.

In fact in this case, the gentleman had to fight with his doctor to be able to go home. He had to tell his doctor that he wanted to go home, because the doctor was trying to convince him to stay in hospital.

These excluded people have difficulty living on their own. If they must pay the commercial rate for homemaking and personal care, it will cost them \$28 a day. A nursing home or a home for the aged would cost only \$15 daily in copayment fees. Charitable agencies are filling the gaps in the ministry's home care and homemaking programs by using municipal tax and charity dollars.

To provide this service as cheaply as possible, homemakers are paid less than \$5.25 per hour and are not guaranteed full-time work. Even with their limited funding, nonprofit visiting homemaker associations demand high standards and provide supervision for all services.

In spite of the gaps in the service, the province has allowed profit-making health organizations to get in on the delivery of homemakers' services. For-profit agencies will not subsidize clients and can only make a profit by paying less than \$4.50 an hour and providing less supervision. Since homemakers who work on a regular basis become friends of their clients and can alert medical authorities to changes in their clients' conditions, it is essential that a continuity exist and good supervision be available.

When services are not being provided to those who need it, when the wages of trained service providers are low, it is scandalous that the provincial government allows money to be siphoned off into the hands of private companies through profits.

In St. Catharines, Doug Rapelje, head of the senior citizens department for the region of Niagara, told us 27 per cent of the people enrolled in the region's day care program already have extended-care certificates. These people qualify for placement in long-term care institutions, but choose to remain in the community and there are programs to help them remain at home.

Seniors requiring medical and social services could often live in their own homes or with relatives if they have access to suitable services. Many children could keep their parents at home if the parent had a daily activity and regular access to medical services. We visited a number of such programs and found them to be extremely useful; however, provincial restraint seems to stand in the way of their expansion.

The day hospital in my home community handles 15 patients daily in surplus space at Riverview Hospital. It provides nursing services, good meals and recreation. This program helps people keep out of hospitals and long-term care facilities, but it cannot advertise its services since it is overbooked and has no money to expand.

In Ottawa, the Alzheimer Society has set up a one-day-a-week program called Day Away. The program, at St. Patrick's Home for the Aged, is staffed by volunteer professionals who arrange leaves of absence from their regular jobs to staff the program. They concentrate on restoring daily living activities and giving family members strategies for supporting and caring for a loved one who is a victim of Alzheimer's disease. This program receives not a penny from the provincial government. Its existence totally depends on volunteers.

The Windsor Western day hospital, the regional Niagara day care program and the Alzheimer Day Away program are but three examples of badly needed programs, but they will either not expand at all or will grow far too slowly because of the low priority given by this ministry. Ontario has 22 day hospital programs, but because this is far less than the need, many people are forced into institutions.

Day care should exist independently and separately from health care institutions. Seniors requiring recreation, nutrition or physiotherapy should not have to go to hospital. Seniors' day care at a community centre is preferable to a day

hospital when medical services are not a major part of a senior's needs. In all cases, these programs cost far less than providing extended or chronic care in hospitals. Moreover, seniors can remain at home.

We have seen too many examples of seniors having to chase the system to fit themselves into it. A new integrated model of service delivery is essential for better planning, more efficient use of taxpayers' money and more services.

3:40 p.m.

Ontario should set up local health and social service centres. These would investigate local needs, set priorities and plan for the most humane and effective services in each community. Each centre would be run by a community board. The centres would provide information and assessment services. As a result, the emphasis would not be on finding institutions, but on putting together the community support services and programs that would allow people to remain independent. The centres would also take an active role in public health education and service referral.

My party has long favoured the expansion of community health centres. They deliver medical, health and related services at convenient hours and locations. A person entering these clinics can get services from doctors, nurse practitioners, nutritionists and other health professionals. These multiservice health centres could be combined with places where seniors congregate, such as elderly persons' centres. Since community health centres serve more than just seniors, it would lead to greater interaction. Many seniors using the same centre might justify the inclusion of other services.

Bethammi Lodge in Thunder Bay impressed us as the best-run nursing home we had seen. It showed that, under the Nursing Homes Act, a facility run on a not-for-profit basis could provide the care and love seniors deserve. This concrete example makes it clear that care should not be provided for profit.

When seniors require institutionalization in Ontario, three levels of care are available. Residential care is essentially room and board and may or may not have a medical or social component. Extended care is provided to persons who, in the opinion of their physician, require a minimum of one and a half hours of nursing and personal care per day. Chronic care is long-term care for people whose health is stable, but for whom little improvement is expected.

Three types of institutions provide these types of care: homes for the aged, nursing homes and

rest homes. Homes for the aged are not-for-profit facilities providing residential and extended care services. They are run by religious, community and charitable organizations or municipalities. Nursing homes are run for profit and provide the extended care services.

Extended care beds, whether they are in nursing homes or homes for the aged, receive \$26.49 per day from the ministry and nearly \$16 per day from the resident. Homes for the aged also have access to additional public funding for capital costs and special programming. Nursing homes provide their own capital. Homes for the aged must accept patients with high levels of need. Nursing homes are businesses and can refuse to accept residents they believe will need a lot of care.

Nursing homes are licensed by the ministry and are inspected by the ministry's inspection branch. To date, no nursing home has ever lost its licence.

Rest homes receive no provincial funding and are unregulated. They are often called retirement homes, lodges or seniors' residences. They charge whatever fee they can collect. The only quality check comes from municipal enforcement of fire and building codes and the Public Health Act. Rest homes serve seniors who cannot live alone and cannot get beds in other facilities.

The provincial government controls the supply of chronic care and extended care beds. When this is combined with the shortage of supports to keep seniors in the community and out of institutions, there is a perceived undersupply of institutional places. Nursing homes skim off the easier-to-serve extended care patients. Homes for the aged must take the heavy care patients.

The high demand for nursing home beds ensures that it will remain a lucrative business, regardless of the quality of service. Ontario has a shortage of chronic care beds and the province has been cutting back on active care hospital beds for some time. As a result, many seniors are taking up scarce hospital beds. Families are pressured either to take their parents home, which is often impossible, or to find nursing home beds. Thus, for every vacant extended care bed, there is someone willing to take it.

Nursing homes operate in a noncompetitive situation. They control a resource for which government policy ensures a high demand. Until a major commitment is made to promoting community support services, expanding the home care program and creating other alternatives, the demand will remain high no matter what the quality of service.

In the Legislature in April 1983 my leader presented evidence of inadequate staffing, poor patient care, fire hazards, violations of the Nursing Homes Act, lack of activity for residents, unclean conditions and other appalling conditions found by New Democratic Party members who had visited nursing homes in the province.

The government now releases the annual nursing home inspection reports. These reports show that homes average more than 20 violations of the act when inspected. Nevertheless, the government is not laying charges against the operators. It refuses to provide details of follow-up inspections, complaint investigations or incident reports.

On May 14 of this year I asked the minister, after two letters and three phone calls and an inspection report showing 113 violations of the Nursing Home Act at Rest Haven Nursing Home in St. Thomas, why no charges had been laid. You gave the government's standard irresponsible reply that the infractions were of "varying magnitude." Your position is that one or 113 minor violations of the Nursing Home Act are acceptable.

The Nursing Home Act does not require nursing home operators to provide programming or try to improve the quality of life of residents. Indeed, the minister has stated that he does not believe these issues can be addressed through the regulatory system. Many nursing homes do not spend enough on recreation or resident stimulation. Heritage Nursing Home in Toronto spent \$400 in 1980 on recreation for 400 residents, while providing the owners with an income of \$360,000 after expenses.

In nursing homes we found hallways where residents sat in wheelchairs for hours on end. We saw homes where a colour TV in the lounge was the total stimulation. Others rely on New Horizons grants, triministry program dollars and volunteers to provide social activities. Regulatory changes are needed.

Nursing home operators understand the fundamental economics of the system. Keep the beds filled and keep the expenses down. There is no incentive other than the conscience of the operator or the administrator to provide more than the basic care required by the act.

In contrast to the nursing home model, Doug Rapelje, of the region of Niagara, told us how, when a problem arises in a home for the aged, he can go in and immediately start improving the situation. If new programs are beneficial, he can ask the regional council for funding. Because he

also operates the community-based programming, he can link it to that provided in the home.

The ministry's current levels of its care-per-diem approach are outdated and artificial at best. Arbitrary per diems do not address individual needs. The residential, extended care and chronic labels have less to do with the needs of the people than they do with the bookkeeping needs of the service providers.

The ministry should adopt a flexible funding approach based on the development of individual care plans. It would allow the person who requires the service and/or the family to receive funds so they can purchase what is needed on a not-for-profit basis. The person being served should have control over the process, not the company providing the service. This way, better selection can take place, where good providers are rewarded with higher demand.

This individual approach also ensures quality. It is the consumer who decides how the money is spent, rather than someone else or the government.

Residents of long-term care institutions need a bill of rights and advocates to protect them. Home administrators could instruct staff in the philosophy of dignity and respect underlying the rights policy. Families would clearly know what rights their loved ones had. We believe the prototype presented by the Ontario Association of Residents Councils and adopted by the region of Niagara senior citizens department is a good one.

To save money, some nursing home operators have contracted out maintenance, housekeeping, dietary, nursing assistant and health care aide jobs. The new workers often rotate from home to home and are unfamiliar with the residents, equipment and facilities. This often places the residents at risk.

Since a middleman is also taking money in this situation, the new workers are poorly paid and often undermotivated, undertrained and looking for another job. Seniors deserve better. They must be cared for by people who have a commitment to them and to the home in which they live.

The Ontario Council on Social Development, as well as the Rest Home Association of Ontario, have asked the provincial government to develop regulations for rest homes. The province, at this point, has refused.

3:50 p.m.

Our party has demanded that the Ministry of Health develop standards because many rest homes are bootleg nursing homes, giving medi-

cal care without supervision. To substantiate this allegation, my leader showed documentation that at Idylwild Rest Home, near London, registered nursing assistants ordered medications, started and discontinued treatments and gave such things as heart medication, antidepressants, sedatives, tranquilizers and pain pills.

Subsequently, our research director, Grant Cassidy, went to seven Windsor rest homes seeking admission for a supposed relative who was suffering from anaemia and diabetes and was also somewhat incontinent and forgetful. The patient would require blood tests, B-12 injections and a special diet. Six of the seven rest homes were immediately willing to accept such a patient.

These rest homes had a variety of problems. There was a random mixture of ex-psychiatric patients, alcoholics and disabled people, as well as seniors, and a lack of programs to involve or stimulate residents was a major problem. There were dirty and unsanitary conditions. In one instance, heavy care was provided on a locked floor.

Your government is obviously afraid of the financial consequences of becoming involved in the regulation of rest homes. You are, however, already financially involved, because many rest homes fill their beds with clients from the social service departments of various municipalities. Primarily for ex-psychiatric patients and welfare recipients with no families, municipalities purchase rest home beds with general welfare allowance money from the provincial government. To top up this steady income, many rest homes without provincial regulation, sell remaining beds to seniors.

By giving community health and social service centres power to include rest homes in their planning, strategies could be developed to give residents access to good programs. The centres could also ensure an appropriate mix of residents.

Whenever we have asked in our travels across the province for whom service is most lacking in the community, the answer is consistently "the confused ambulant elderly." The need is recognized, but no agency has the means to do anything about it. The confused elderly include those with organic problems such as Alzheimer's disease, Parkinson's disease and other senile dementia. It also includes people with psychological conditions arising from the problems of ageing. Their needs are assumed to be taken up by the existing health care system.

Ontario presently has only 832 psychogeriatric beds. Relatives of Alzheimer's patients told us, and nursing home personnel confirmed off the record, that many homes will not accept highly confused elderly patients or Alzheimer's victims. With the lack of hospital care and the difficulty in getting extended care, confused people often end up in psychiatric hospitals. In Ottawa, this means Brockville Psychiatric Hospital, some 80 kilometres away. In Timmins, it means going to North Bay.

In community-based services, the problems are worse. Confused people do not require physiotherapy or nursing care so they do not qualify for home care or homemaker's services. The only day program designed for Alzheimer's patients and their families is the Day Away program in Ottawa. That is run totally, as I said earlier, by volunteers and receives no provincial funding.

Until Ontario develops a system that responds to the needs of seniors, rather than insisting that seniors respond to the demands of the system, the Ontario government will be guilty of adding unnecessary misery to the lives of our elderly. The present system is in chaos. It forces people into institutions when they want to be independent. It guarantees profits for nursing home operators, but fails to guarantee care for people in institutions.

Public dollars are badly used, since they are directed at providing care in institutions, which usually are not sensitive enough to individual needs. Using the same dollars, better care could be provided. The quality of life for seniors will not change under this system. We must face the challenge of ageing. The challenge is not only to provide facilities and programs. The challenge is to provide the means for older people to maintain a sense of worth.

The issues facing the ministry are many. If some of the issues that have been raised are not dealt with soon, the health care system as we know it will collapse. The current system of control by doctors and reliance almost exclusively on the medical model is too costly and we cannot afford to maintain it. We must plan now for fundamental changes before it is too late.

Over the next few days I hope we will have the opportunity to discuss some of these fundamental problems as well as some of the other specifics.

Mr. Chairman: Would the minister like to reply to some of the comments of the two critics?

Mr. Sweeney: And remember, we are recessing at five.

Mr. Cooke: You can continue until five; I have to leave at 4:20.

Hon. Mr. Norton: I would not want to talk with you away.

Mr. Cooke: It would not be the first time.

Mr. Chairman: We will have to adjourn if we lose our quorum, of course.

Hon. Mr. Norton: Mr. Chairman, I welcome the opportunity to respond to some of the concerns and issues that have been raised by the critics in their opening remarks. I shall, of course, discount some of the ideological rhetoric of the member for Windsor-Riverside (Mr. Cooke) as it relates to the usual blinders he wears when it comes to anything that has the word "profit" associated with it, which causes him immediately to lose focus and overlook questions of quality.

Mr. Cooke: I am simply agreeing with Pauline McGibbon and the Canadian Medical Association.

Hon. Mr. Norton: The day Pauline McGibbon agrees with you will be a frosty Friday.

However, I am confident that if everyone is attentive and in attendance during the next few days, we can bring you up to date on the progress that has been made within the Ministry of Health and on the transformation that is taking place within the health care system in the province and lay to rest some of the misconceptions you insist on perpetuating. At the same time I hope that where legitimate concerns have been raised and are still outstanding, I can at least assure you that we are attempting to address them.

One of the realities we have to live with in the real world is that there is not an infinite availability of resources. I would dare say that to achieve some of the objectives you have set in a time frame that would make you happy is simply a physical impossibility.

What we must do in a very practical and realistic way is to establish priorities. That is always difficult, but we must recognize that the resources are not available to do everything at once. We must establish priorities and in some instances we must move on a phased basis to effect change within the system.

You talk, for example, of restraint and its negative impact on the health care system. I would point out to you that the restraint you are looking at this year within the Ministry of Health constitutes about an 8.5 per cent increase in total funding or, in absolute dollar terms, about a \$700-million increase in our budget this fiscal year over last. If that is constraint and if that is

damaging to the system, then I do not know what you would suggest.

Mr. Cooke: You could get another \$50 million just like that.

Hon. Mr. Norton: That money, I can assure you, has not in any way impacted upon our budget.

Mr. Cooke: All three of your leadership contenders have said they want to keep extra billing. We can only assume that one of them will be Premier and that, if you guys stay in government, we are going to lose that money.

Hon. Mr. Norton: That is something we can perhaps discuss more fully later.

Mr. Chairman: The new Minister of Health might have something to say about that.

Mr. Cooke: That is true.

Mr. Chairman: I mean in Ottawa.

Hon. Mr. Norton: Oh, I thought you meant here.

Mr. Sweeney: That is possible too.

Hon. Mr. Norton: That is possible, certainly. A new Premier may have different—

Mr. Sweeney: You just have to be careful whom you talk to.

4 p.m.

Hon. Mr. Norton: That is right.

During the course of my response to your concerns there are a couple of things I would like to do, with your consent. I hope you will not object. For example, when we get to discussing the matter of trauma units, it might well be helpful to you to have a presentation from Dr. Psutka to bring you as fully up to date as possible so you leave—

Mr. Cooke: I have been to Sunnybrook.

Hon. Mr. Norton: —the estimates a little better informed than you were when you came in. I would feel that we were completely unsuccessful if—

Mr. Cooke: We will bring Dr. McMurtry in.

Hon. Mr. Norton: I will get his brother to go to court to get an injunction.

Mr. Sweeney: His record is not very good.

Hon. Mr. Norton: Come on; give the man his due.

Mr. Sweeney: We are.

Hon. Mr. Norton: In his opening remarks on Monday Mr. Sweeney made a number of significant comments. I would like to address some of them today. Some will probably have to

be addressed in the course of the votes and items during our debate in the next few days.

One area Mr. Sweeney addressed in particular had to do with issues relating to the care of the elderly, such matters as the demographic changes, particularly in respect to references in the Canadian Medical Association report that the greatest need will occur in the next 20 years and not some time well into the next century. Concern was also raised that we are not moving fast enough to meet the developing needs. Further, there was reference to the Liberal position paper and a request that I respond to specific recommendations from the Liberal position paper on the elderly.

Mr. Chairman: Do they have a position?

Hon. Mr. Norton: We will explore that.

Mr. Sweeney: We have several.

Hon. Mr. Norton: If you do not like the first one, he has another one.

I would like to address some of the points. With respect to the demographic changes that are upon us, the comments in the CMA report have served two very useful purposes regarding demographic change.

First, the major changes in both the percentage and the absolute numbers of the elderly are already occurring. Second, we must take a proactive role and initiate changes not only to meet our existing needs, but also to prepare for the demands we are going to be faced with in the future. I would like to put the issue in a somewhat broader perspective and then move to Mr. Sweeney's concern that we are not moving fast enough.

In Ontario, we are now entering the second phase of a series of major changes in respect to our elderly population. Generally speaking, there are four identifiable growth phases with respect to significant demographic changes among the elderly.

The first phase was from the late 1960s to 1980, when Ontario's elderly population increased from approximately eight per cent to about 10 per cent of the population. The second phase is from 1980 to the year 2000, when the elderly population will increase from approximately 10 per cent to approximately 14 per cent of the population.

Mr. Sweeney: Excuse me. So that I will understand what you are talking about, what do you mean by elderly, age 65?

Hon. Mr. Norton: Yes. The third phase is from the year 2000 to 2020, when growth in the elderly population will continue to increase

steadily. In the fourth phase, an estimated 20 per cent of the population will be aged 65 or older.

Consequently, I would like to suggest that significant changes in the elderly population have been with us since the 1960s and the phenomenon will be with us for many years to come.

Given that fact, I would like to turn briefly to the concern that we are not moving fast enough. I believe we can say with some pride that Ontario has not only had the foresight to recognize the changing demographic patterns but has moved aggressively to meet these new needs from the outset.

In the 1970s we entered into an unprecedented expansion of programs for the elderly. Some of the new programs were institutional—for example, the provision of extended care as an insured health care service. However, the majority of the programs were broadly-based initiatives which assisted the elderly to maintain themselves in the community and improve their quality of life.

Some examples are the guaranteed annual income supplement and the elderly persons' tax credits, subsidized housing, free OHIP provision and the Ontario drug benefit plan. This latter was introduced during that time and again was designed as a form of assistance to the elderly population. At its outset it was estimated the fully developed cost of the program would be in the neighbourhood of \$30 million but this year it is about \$280 million. So the Ontario drug benefit program accounts for a very significant portion of our budget.

Mr. Sweeney: How would you be out that far in something like that if you have the kind of demographic information you say you have?

Hon. Mr. Norton: I do not know; I was not around when it was introduced.

Mr. Sweeney: I am not being picky; I am just saying that is a very significant difference you are drawing to our attention.

Hon. Mr. Norton: Certainly.

Mr. Sweeney: How can you have a pretty good idea of the changes in demographics and the kinds of health services they will need, and then see a difference between \$30 million and \$280 million?

Hon. Mr. Norton: There are a number of things there. One of the difficulties that probably influenced that underestimate was in projecting what the utilization rate would be.

I do not know how we are going to address it, but I have no doubt there is excessive medication—on prescription—taking place in our elderly

population. It is a matter of concern to me and I know to others as well. We have to find some way of addressing it.

That does not account for all of the discrepancy, of course. Part of the difference in dollar figures over time is simply a matter of inflation. That again does not account for the whole of the discrepancy. As in all projections, there is an element of error.

In one sense though, one could view all of these programs I mentioned as laying the foundation for further developments. They were attacking some of the primary problems with which the elderly were faced: income inadequacy, housing, the need for better health care and so on. We are now in what I had referred to as the second phase of demographic change. While further improvements in some of these primary programs will definitely be needed, we now have to address ourselves to what might be called a second generation of needs.

Mr. Sweeney: What age group are you talking of now?

Hon. Mr. Norton: I am not talking about age, I am talking about a generation of needs. In other words, many of the issues were problems in the past that have been addressed—like adequacy of income. There will be those who say that has to be further adjusted, but it is not the severe, fundamental problem it was before. So we are now able to move into looking at more refined needs of the elderly.

4:10 p.m.

Mr. Sweeney: The thrust of my question is this: While we had more 65-year-olds in the previous 20 years, are we not in the next 20 years going to have more 75-year-olds or 80-year-olds with different needs altogether?

Hon. Mr. Norton: Yes.

Mr. Sweeney: At least an acceleration of them, and different needs.

Hon. Mr. Norton: Absolutely, and we are addressing those. For example, you can see it very graphically in long-term care accommodation. The age of admission just a decade or two ago was on average perhaps in the late 60s or the early 70s. It is now 83 or 84. That reflects a number of things.

First, it has had an impact on the first generation of programs for the elderly, such as subsidized housing and more support for continued living in the community; they do not require that kind of accommodation. Improved health care may be another factor; those people are not entering long-term care facilities as early

and, of course, more people are now living longer.

I might just make a further point before talking about some of the initiatives that are now under way and some of the future initiatives we will be contemplating. I would like to speak briefly about the North American tendency, one that is perhaps even more uniquely Canadian, to institutionalize people. We do it with our elderly and with almost every identifiable population group.

In recognizing the need for more community support, we often overlook some of the progress we have made. For example, during the past 10 years, the average age of elderly residents of nursing homes at point of entry has risen from 76 years to 82 years. The typical elderly, extended care applicant is now 83 years old. That is the most up-to-date figure.

Mr. Sweeney, you indicated the needs of the elderly are a top priority. I want to assure you they are a top priority for the government, for my ministry and I am sure for Mr. Drea's as well. A few statistics might demonstrate my point.

In a recent study, the elderly who represent slightly more than 10 per cent of the population received 19 per cent of all community medical services, 39 per cent of all acute hospital care services, 57 per cent of all acute home care services, 79 per cent of all chronic home care services, 79 per cent of all chronic care and 88 per cent of all extended care. Similarly, even though the elderly represent only slightly more than 10 per cent of the population, they receive approximately 32 per cent of all the health care services for which we pay.

During 1983-84, our ministry's expenditures on services received by the elderly was about \$2.5 billion.

Mr. Sweeney: Come again?

Hon. Mr. Norton: That amount was \$2.5 billion.

Mr. Sweeney: For what?

Hon. Mr. Norton: It was for all the health care services during 1983-84. Our ministry's expenditures on health care services for the elderly was \$2.5 billion.

Between 1980 and the year 2000, the overall Ontario population will grow by an estimated 17 per cent. During the same period, the population over 65 years of age will increase by approximately 57 per cent, so we are seeing a major demographic shift during that period, as you highlighted in your remarks.

The growth will not be proportional. The group from ages 65 to 74 will increase by about 39 per cent; the 75-to-84 age group will increase

by about 80 per cent; and those aged 85 and over will increase by more than 100 per cent. So again, the point you raised just a moment ago about the higher requirements, particularly for those very elderly individuals, is something we are aware of and we have to prepare to address that when—

Mr. Sweeney: Excuse me. It is not just higher requirements, it is different requirements; that is the point I am emphasizing. In other words, it is my understanding that the older people get, the more likely they are to be afflicted by diseases of the ageing—debilitating diseases, deteriorating diseases—therefore, we have to look at those changing kinds of needs as well as at numbers.

Hon. Mr. Norton: Yes. I guess it is just a matter of finding the appropriate means of communicating with you. When I talk about higher needs, that is what I am contemplating.

When one recognizes that consumption of health services increases and changes with age, certainly the implications become obvious. There is no question that the elderly are, as I said, a major priority within the ministry both in respect of our health care system and in respect of social policy generally. We must move positively to develop the second-generation requirements in health and health-related services.

We may not be perceived to be moving quickly enough. However, I suggest that we provided a sound foundation of basic programs during the 1970s and that we are now actively developing the next generation of programs to meet the specialized needs of the larger and generally older group.

I made reference in my opening remarks to some of the more recent initiatives. I am sure it would not be particularly edifying to repeat them all but, just to mention two or three of them, we have the chronic home care program; the day hospitals, which I know the member for Windsor-Riverside thinks are not expanding rapidly enough but which are nevertheless expanding across the province; and geriatric assessment units, which also are in place in some communities and whose development we are encouraging generally.

Mr. Cooke: When are we going to get home care for the frail elderly?

Hon. Mr. Norton: That program is also substantially developed. It is a matter now of simply getting the appropriate approvals and resources to proceed with it.

Mr. Cooke: Are we going to get it in this fiscal year?

Hon. Mr. Norton: In this fiscal year I cannot be certain of it, but I would not be at all surprised if you were to see some movement in the next—

Mr. Cooke: I guess it depends on when the election is.

Hon. Mr. Norton: Well, I do not know. Perhaps it might get some incentive with the new year.

Mr. Cooke: Maybe Larry will get to announce it.

Hon. Mr. Norton: Perhaps I can respond to the request from the member for Kitchener-Wilmot (Mr. Sweeney) regarding certain specific points in the Liberal position paper on the elderly. However, I will respond to them in an order that is somewhat different because I think the recommendations fall into certain logical groupings.

I would like to point out that I believe I share many of what are the members' underlying concerns in these recommendations. I may approach them from a somewhat different perspective, I suspect. I certainly share the concern of the member for Kitchener-Wilmot that attitudes towards the elderly are an issue, not only among the general public but also among some of the professionals who are responsible for providing services to the elderly.

4:20 p.m.

First of all, the expansion of home care. Looking initially at the terminally ill, it is the ministry's policy that both nursing and home-making benefits be extended to meet the needs of those patients who are terminally ill. It is done in all the 38 home care programs. In some cases nurses are making four visits a day to patients, at an average of one and a half hours per visit.

Home care can meet the needs of the terminally ill—of all perhaps except those patients who have very heavy nursing care requirements and require shift nurses. It is very difficult to provide that on a home care basis. In 1983-84, some 2,500 home care patients died at home, receiving the service right up until the end, which, as has already been discussed, has for many years been perceived to be much more humane than to be in an institutional setting.

That figure represents about 1.4 per cent of acute home care patients and 4.2 per cent of chronic home care patients. The figures probably underestimate the amount of terminal care being provided, since many people are admitted to the hospital for their very final day or two of life, after receiving palliative care in the home for an extended period.

Until very recently, the home care program worked closely with the cancer society to meet the needs of terminally ill cancer patients who wished to be at home to the end. On October 1 of this year the cancer society stopped providing nursing care. Formerly, patients were entitled to up to 336 hours of nursing care. The allowable homemaker benefits have been reduced from 224 to 80 hours per patient—

Mr. Sweeney: Excuse me, what time period are you referring to? Is that per year—300 hours per, 200 hours per, 80 hours per, for what?

Hon. Mr. Norton: I do not think it is over a particular time.

Mr. Sweeney: But that is the limit? Once you have crossed that—

Hon. Mr. Norton: Yes. Usually in the final stages.

The ministry's home care program will continue to make every attempt to support patients and families at home with the visiting nursing services, up to four visits a day, and homemaking services within some reasonable limits, as required.

The ministry is reviewing the issue of palliative care in Ontario, and how to meet effectively the needs of all palliative care patients, including cancer patients. The review includes the documentation of the number of patients affected and the costs of care and the potential role of home care. We expect that review to be completed by March 1985.

The Alzheimer issue that has been touched upon is one that is of major concern to me, I can assure you. I have been working with staff to bring together what I hope will be a package of proposals directed specifically to Alzheimer patients. Before I go into the details of the issue, I would point out that, as I said, it is a very real priority. I am firmly convinced that work remains to be done on developing appropriate policies, but we have a group within the ministry working specifically on that.

Mr. Cooke: One of the basic problems is that nursing homes get to say whom they are going to accept and whom they are not going to accept. Alzheimer patients are heavy care patients and get worse as they get into the third stage. How are you ever going to get around the problem of nursing homes simply refusing to take those heavy care patients? In many cases homes for the aged have an extremely heavy case load.

Hon. Mr. Norton: I think you will find that is not an accurate perception.

Mr. Cooke: It is from the placement coordinators I have talked to. They will be the first ones to admit to it. I met with people from our home for the aged just a couple of weeks ago as well and talked to Margaret Ann Prince. They all said it is exactly the same problem. They cannot coerce nursing homes to take anyone and it is very difficult to find placements for the heavy care patients, in particular Alzheimer patients.

Hon. Mr. Norton: Every proposal for nursing home beds requires that the proposals submitted indicate the number of heavy care patients they will guarantee they will take.

Mr. Cooke: I know, but it does not work that way.

Mr. Sweeney: How are you using the term "heavy care"? What kind of hours—

Hon. Mr. Norton: It is based on the number of hours of nursing required.

Mr. Sweeney: What is the maximum, when you use the term?

Interjections.

Mr. Sweeney: Is it up to four or is it not that high?

Hon. Mr. Norton: There comes a point where the nursing care really needs to be hospital care.

Mr. Sweeney: That is what I am asking. What do you mean when you use the term? What kind of maximum are you talking about? Typically, you are talking about an hour and a half.

Hon. Mr. Norton: Extended care is normally—

Mr. Wiseman: Would that be close to chronic care?

Hon. Mr. Norton: Certainly it would be up to—did you say four hours?

Mr. Sweeney: I said four. Is it three, two and a half hours?

Mr. Wiseman: That could be perceived to be chronic care, could it not?

Hon. Mr. Norton: I think so.

Mr. Cooke: If you give a licence to a nursing home and 20 out of the 40 new beds or whatever are classified as heavy care, and therefore will need two hours of nursing care instead of the one and a half hours, then when the inspectors go in—if there is a complaint about understaffing—the letters we get back say there is no understaffing because the staffing works out to one and a half hours per day.

If your inspectors are basing it on the one and a half hours, but your licence says there is some agreement about heavy care, which would be

higher, then I do not understand how it can possibly be forced or how it is being enforced.

Mr. Heagle: Perhaps I could address the question in two parts. First, there is no universally agreed upon definition of heavy care. That phrase is used rather loosely. Depending on how you talk about it or whom you talk to, it could be anywhere from two plus hours to three or three and a half hours of care. The distinction between chronic and extended care is not so much a distinction of maximum hours of care as of whether ongoing medical supervision is required.

As to the issue on staffing requirements with respect to the question of how much heavy care one takes or so forth, I would have to say from my experience both at the Ministry of Community and Social Services, where I dealt with homes for the aged for some time, and at the Ministry of Health is that neither nursing homes nor homes for the aged are in any sense homogeneous.

You get homes for the aged that have a high percentage of relatively heavy care. It would not be fair to name names, but I am aware of other homes for the aged, both municipal and charitable, where that does not occur. Similarly, there is no automatic homogeneity from nursing home to nursing home. You get ones at the low end of the scale and ones at the high end of the scale.

The next point I would try to make in respect to that is that every nursing home or home for the aged I have ever seen has a mix of care. None was exclusively light and none was exclusively heavy. With all due respect to the operators, all of them in one form or another attempt to balance their mix of light, medium and heavy care patients to get the appropriate level at which they can operate.

Mr. Cooke: When you are calculating the staffing requirements as to whether or not they are meeting the requirements under the act, there never seems to be a recognition—none of the letters I have got back when complaining about lack of staffing says anything other than: "There are 100 patients. Therefore, you have to have this amount of staff, based on the 1.5 hours per day." There is nothing that gives the minimum—and it says "the minimum" in the act. It does not say you can give them one hour a day. It says the minimum is 1.5 hours a day. It seems to me that would mean the average in all the nursing homes should be considerably higher than 1.5 hours per day.

4:30 p.m.

Mr. Heagle: The nursing home operators claim that they are up towards 1.8 hours, 1.9 hours or two hours.

Mr. Cooke: I have never had a letter back from the nursing home inspections branch that has gone above 1.67 hours.

Mr. Heagle: I am not the person to speak to this; Mr. Gould is. He will tell you there is a relationship drawn by the inspectors between the needs of the patients and the staffing level. They comment on that.

Mr. Cooke: I just cannot believe that is the case.

Mr. Gould: Even though the requirement in the Nursing Homes Act is 1.5 hours—

Mr. Cooke: No, the requirement in the Nursing Homes Act is a minimum of 1.5 hours.

Mr. Gould: —the inspectors are also looking at the needs of the residents. The staffing must be provided in accordance with the needs. There are recommendations to increase staffing. There is also the power for the director to issue a staffing directive under the Nursing Homes Act. The home would then be required to maintain that staffing level.

Mr. Cooke: I know what the powers are under the act. Maybe it is just a problem with the London office of the inspection branch, but what I am saying is that any complaints I have had about lack of staffing, specifically at Essex Nursing Home, Riverside Nursing Home and Tecumseh Nursing Home, those in particular, have always come back to me saying it works out they are overstaffed.

One letter specifically said they are overstaffed because it works out to 1.67 hours of nursing care per day per patient. How you could say that was overstaffing, I have no idea. There has never been anything that has recognized that 1.5 hours is a minimum and that the hours required are supposed to be based on the needs of the patients.

Mr. Gould: There are two components to that. One is whether they are providing staffing in accordance with the minimum requirements of the act, which is 1.5 hours, but in addition, whether the needs of the residents are being met by virtue of the staffing levels in the home. In those cases, if the needs are not being met, the home staffing level is being increased.

Mr. Cooke: I do not think that is how it works in reality.

Mr. Sweeney: What is your measuring stick for meeting needs? Do you have some medical statements?

Mr. Cooke: I will show you the letters. I have to go.

Mr. Gould: It is the assessment by the inspectors of the need requirements based on the care requirements, the care plans, the assessment of the residents and the care being provided. It is not a medical assessment per se, but an assessment of the total care requirements. There may be medical and personal care as well.

Mr. McGuigan: From a practical standpoint, would you find that people who come in are admitted on the basis that their needs are estimated at 1.5 hours and once they become residents, the situation stabilizes, gets routine? There are probably people in there who are taking less than 1.5 hours. Therefore, some of the time gained on those people is taken up by those who came in at 1.5 hours, but whose conditions worsened and who require more care.

Mr. Gould: It is difficult to respond specifically. It is a medical assessment. It is the doctor who fills out the eligibility certificate if someone is determined to be eligible. The status of any one individual will change over time. In some cases, the care requirements become lighter; in some cases, the care requirements become greater.

In those cases where the care requirements become lighter, one would anticipate there would be a movement out of an extended care bed into a residential bed or back into the community. The situation is not static at any one point.

Mr. McGuigan: Human nature being what it is, they probably do not move those people out.

Mr. Gould: I am aware of circumstances in which they do, yes.

Mr. Wiseman: By the same token, some may go the other way.

Mr. McGuigan: That is what I said.

Mr. Wiseman: It balances out. On the eligibility certificate the doctors fill out, have you ever changed it that once a person gets to a certain age, 75 years or something such as that, you never have to go back and go to the expense of having the doctor fill out the form again, as the condition probably is not going to improve? That age limit could be 75 years or could be 80 years.

When I was parliamentary assistant to the Minister of Health it made a lot of sense when the suggestion came in that we did not have to do that. We could save a big chunk of dough in not going to the doctors, who hate filling out reports anyway. Once one is 75 or 80 he is not apt to improve. Some might, but not very many do.

Have you ever changed that to eliminate that long-stay report? Is it still 131 or whatever it is

that they have to fill out every six months or every year to qualify for this 1.5 hours?

Mr. Gould: That has not been changed.

Mr. Wiseman: Perhaps the minister would take a look at that. It is a way to save a fair chunk of dough. I thought it might have been changed.

I do not think the condition of an elderly resident changes very much after he is 75 or 80. Why put the doctors through that and pay them a fee for doing it? Save that dough and put it into some other program.

I really thought it had been done. It makes a lot of sense. I bet there are not very many past 80 who get well enough to go home.

Mr. Gould: That matter is being reviewed at the staff level.

Mr. Wiseman: It was when Mr. Miller was there and when Mr. Timbrell was there. I thought perhaps that change had been made. It really does not make sense not to change that.

Mr. Sweeney: The more things change the more they remain the same.

Mr. Chairman: We have lost the third party here. The critic of the New Democratic Party has left. We possibly should adjourn at this time. Do I have agreement that I see six o'clock?

Interjection: Yes.

Mr. McGuigan: I would like to make a presentation. I really do not think it depends upon the third party being here.

Mr. Chairman: How long will it be?

Mr. McGuigan: Half an hour.

Mr. Chairman: That can wait till Monday.

Mr. Sweeney: I have no problem if you guarantee Mr. McGuigan he will get that half hour.

Mr. Chairman: Sure.

Mr. McGuigan: One problem I have is that I am involved in three estimates that are on at the present time.

Mr. Chairman: Is your presentation on a particular vote or is it on the comments that have been made up until now?

Mr. McGuigan: You could put it either way. It concerns a nursing home; it is my annual presentation.

Mr. Sweeney: That is why we have Mr. McGuigan on this committee.

Hon. Mr. Norton: Maybe we could just read Hansard from last year.

Mr. Chairman: Can we have a written submission?

Mr. McGuigan: Each time I get a little madder.

Mr. Sweeney: We are building him up for 1985. Then we are really going to uncork him—and you had better duck.

Mr. Chairman: I think we can get that under one of the votes. How about vote 3402, institutional health program? Will that be all right?

Mr. McGuigan: I have to be away tomorrow afternoon.

Mr. Chairman: We do not sit until Monday.

Mr. Sweeney: When are we going to do that bed registry thing, by the way? Will that be Monday?

Hon. Mr. Norton: That is something we want to find out from the committee. We can arrange it for Monday.

Mr. Sweeney: I gather Mr. Cooke said he would particularly like to see it.

Hon. Mr. Norton: I presume he is going to be here on Monday. It only takes—what, half an hour?

Mr. Raymond: Forty-five minutes.

Mr. Sweeney: I am just trying to make a calculated guess here. I gather we are going to go for Monday, Tuesday and Wednesday next week.

Mr. Chairman: On Tuesday we are dealing with Bill 119, which is the Education Act. We have about four delegations coming in that afternoon.

Mr. Sweeney: Okay, so we are going to go Monday and Wednesday.

Mr. Chairman: I hope we will finish on Wednesday.

Mr. Sweeney: That does not give us much time.

Mr. Chairman: No.

Mr. Sweeney: We had better be prepared to go that following Monday.

Mr. Chairman: It is quite possible.

Mr. Sweeney: I would like to get finished Wednesday, too, but there are still three or four key issues that we have not even touched. I would like at least to reserve the privilege of making a committee decision to go to the—

Mr. Chairman: If we do not finish a week from today, we will have to go on to the following Monday. Monday is a holiday, so it will have to be the Tuesday.

4:40 p.m.

Mr. Sweeney: If we could have the assurance that if we are not finished to the satisfaction of the committee next Wednesday we can go to the following Monday or Tuesday, whatever it is, I have no objections to recognizing the clock for whatever you want to make it.

Mr. Chairman: I think possibly the presentation you are talking about could be on Monday before we get into the individual votes. Is that all right?

Mr. Raymond: We would need to make arrangements.

Mr. Chairman: I would think some time

around 3:30 or 4 p.m. No earlier than 4 p.m., certainly, on Monday.

Hon. Mr. Norton: In deference to the others, I shall try to narrow down the points I respond to. If I try to respond to every point you have raised, we will be sitting here for a long time.

Mr. Sweeney: Just pick what you think are the critical ones. If you miss something, I will bring it up again in the votes.

Mr. Chairman: We will have the presentation on Monday afternoon after the minister is through with his reply.

The committee adjourned at 4:41 p.m.

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Ontario

No. S-5

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Health

Fourth Session, 32nd Parliament
Monday, November 5, 1984



Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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Contents of the proceedings reported in this issue of Hansard appears at the back, together with an alphabetical list of the speakers taking part.

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Monday, November 5, 1984

The committee met at 4:03 p.m. in room 151.

ESTIMATES, MINISTRY OF HEALTH (continued)

The Vice-Chairman: I will bring this committee meeting to order. I recognize our quorum, and particularly the Liberal part of the quorum. Welcome, gentlemen. I am sorry for the delay. We did lose the New Democrat, but I am sure he will come back. Maybe he is at the end of the hall.

Without further ado, would you like to enlighten us and make your presentation? Gentlemen, to help Hansard would you be kind enough to identify yourselves on the microphone so we have it on record, please?

Mr. Zingaro: Mr. Chairman, my name is Angelo Zingaro, and with me is Frank DeMaio. We represent Chedoke-McMaster Hospitals in the Hamilton-Wentworth region and we are here to provide you with a brief, capsulized overview of bed availability, better known as the central bed registry system. I have a series of slides here that will give you some idea of our operation.

This headline kind of started everything for us in Hamilton. The date of the headline is April 7, 1984. It caused quite a concern among the hospitals, physicians and patients when they realized that the beds they might require were not available, operations were being put off, etc. It prompted us to propose a central bed registry system. What was paramount in the application was the co-operation among the hospitals and the need to identify where the actual beds were missing, or the perceived shortage of beds that were missing.

The concept behind a central bed registry was that the updating of the information would be done at each of the local hospitals that are members of the application. Each hospital would be able to view the information being entered by the other hospitals, and everything would be funnelled through the ambulance dispatch and also the base position at McMaster University Medical Centre.

Mr. Sweeney: How many hospitals are we talking about?

Mr. Zingaro: There are five hospitals.

The other concept we have to highlight is the ability of the physician to indicate his preference of transport for the patient to the institution of his choice.

Participating organizations: There are three area hospitals, the district health council and the Academy of Medicine. This slide gives you a pictorial overview of what happens. We have the institutions at the top of the slide. McMaster University Medical Centre has been deemed the base hospital with a base position. The Academy of Medicine and the ambulance dispatch are able to inquire from the central information service, and all the institutions can update and also view from the central information service the information that pertains to the particular statuses they wish to inquire about.

The basic purpose of the system is to communicate the needs of the institutions among all the members, highlight problems and indicate to ambulance dispatchers the best available institution to handle the particular patient or activity. It is to monitor and let everyone know what is happening across the region at a glance, not only from one central point but from all the member institutions.

This slide shows the very first screen that is displayed when anyone gains access to the bed availability system. It is a menu screen, as all the screens are menu driven, and it allows the individual plant or user to indicate his particular choice or preference. What we want to do is just to go briefly into some of the options that can be brought up on the system.

This slide shows the update screen. It identifies the institution at the top and, of course, also the date and time of the last update. It breaks it down by intensive care, coronary care, medical-surgicals, emergency room status and some specialties that pertain to some institutions but not to all.

The screens are quite easy to use. The last line, "change line number," refers to the numbers on the left-hand side. You merely indicate the line number you wish to change and change the information accordingly. There are also on-line help functions to make it very easy to use overall.

Mr. Sweeney: Are the numbers in that central column the number of beds? Is that how you read it?

4:10 p.m.

Mr. Zingaro: Yes, that is the number of beds that are available under that particular category. For example, besides coronary care, there is one bed at this particular demonstration. The emergency room status has been highlighted and there are various codes that can be entered for the ER status. For example it may be quiet in the ER; it may be busy, moderate or overwhelmed.

This slide shows a typical installation with a user at a terminal. Unfortunately, the flash on the camera blurred out the image. The image is the next screen, which displays the summary of information across the area that everyone has access to.

You can look at the last update time and date at the top of the screen, which alerts you to other institutions that have not yet updated their information. It may prompt a call from the base physician to a hospital indicating it should update its screens, or from the ambulance dispatch or from another institution saying their screens are not up-to-date and they should try to follow suit.

The key point here is to highlight the ER-monitored field to let you know how that field is working, and along with the other highlighted line is the total at the bottom of the screen, indicating the total number of beds available at those institutions at the particular time. The N/A codes apply to hospitals that do not carry that specialty.

Mr. Sweeney: How do you read that ER-monitored line?

Mr. Zingaro: ER-monitored for Chedoke Hospital division of Chedoke-McMaster Hospital would read that there are zero ER-monitored beds; for Hamilton General Hospital there would be one, for Henderson General Hospital there would be one and for McMaster University Medical Centre of Chedoke-McMaster there would be zero.

Mr. Sweeney: So that is beds?

Mr. Zingaro: That is monitored beds for coronary care.

This slide shows a base physician looking at the bed availability, probably consulting with ambulance dispatch or the paramedic in question, looking at the best possible avenue of approach.

This slide shows the typical equipment setup: a terminal, a keyboard and a printer. The printer allows you to take copies of the screens either to substantiate some direction you have taken or to indicate with copies what tasks have occurred across the general area on any date. It can also be

used for reports and we will discuss that a little later.

Mr. Cooke: Why would there be a physician at the base rather than some other professional? Why do you need to have a physician?

Mr. DeMaio: There is always a doctor who is either on call or stationed at each of the emergency rooms. It is a physician as provider of health care to discuss with the ambulance dispatcher in consultation with the ambulance officers in the field.

They can attempt to get the status of the patient. Is he well enough to be driven past a hospital so that he could perhaps be sent to a hospital where he could be more adequately cared for? For instance, although McMaster happened to be the closest hospital to an injured person, you might prefer to send that person to St. Joseph's Hospital, which is downtown in Hamilton, because its emergency room is very quiet, whereas McMaster's is busy at the time.

Mr. Cooke: He is making some medical decisions. What I do not understand is how often that doctor is at the base? Is that staffed all the time by a doctor?

Mr. DeMaio: Yes, the base hospital is staffed all the time by an emergency-room physician. The reason McMaster houses the base hospital is because that was the location of most of the hardware. It was already in place at the hospital and this application was written on to existing equipment. It was a logical choice.

Mr. Zingaro: Another feature of the central bed registry that evolved with this system is the ability of a physician to record his preferences for his patients, should they require transfer to some hospital other than his first and second choices.

If there is time, the physician's preferences can be looked up. His record can be brought up to date. It can be changed, and this allows a more general approach to providing patient care at the particular institution. In Hamilton there are five hospitals. Most physicians have—in fact, I think they all have—privileges at other institutions outside of their first choice. They are all teaching hospitals, so there is a fair bit of movement of the physicians among the various institutions.

This slide shows some future possibilities for the system. We are going to try to collect some statistics, do a bit of trend analysis and follow the ebbs and the flows in the bed situation, to extend right to the registration-admission-discharge-transfer system, so we can make use of in-house resources if those systems are already in place

and update automatically the bed availability system.

At present, the actual update is being done separately from the RADT system in place at McMaster University Medical Centre. This was done because most of the institutions did not have a computerized RADT system and it was felt if we could all share the same kind of load, there would not be any question of making it easier for McMaster or for anyone else in the applications area.

Mr. Sweeney: What does three mean?

Mr. Zingaro: Number three is our outpatient classification data for use when beds are short. The idea here is we want to try to identify when our beds are short, but it is a patient classification in the sense of whether the patient is emergency or elective, whether it is something that can be postponed or has to be done now. We try to classify patients by looking at the shortage of beds and trying to prioritize them.

Mr. McGuigan: How do you overcome the human tendency of everybody guarding his own turf and keeping available a couple of rooms in his hip pocket that are not registered on the computer?

Mr. DeMaio: One of the things everyone who has been connected with the bed availability system or the central bed registry has had made very clear to them, and I think they have been very good about it so far, is that they have to be up front. They have to be fair and they have to give accurate and, as much as they can, up-to-the-minute information on what is going on in their hospital.

It is a regional setup. If that sort of thing were happening, it would destroy the system the way it is intended to be used. It is not only a matter of saying this one hospital is going to be able to get five or 10 more beds. I think the way the administrators, the doctors, the staff and the hospitals would like to see it go, is: Do we need 10 more beds? If we do, what type do we need and where should they be?

Generally, the idea behind it is service to the community as opposed to the, not self-serving, but more selfish motives you might think exist. I do not think that happens very often in the area.

Mr. McGuigan: Do you ever cross-check? Say a hospital has 100 beds, 90 of which are occupied and eight are available. What happens to the other two?

Mr. DeMaio: We will be touching on that a few slides hence, and we might answer your question as we go by that.

Mr. Zingaro: This is the new and revised bed availability screen. The first column with the double pound sign above it pretty well mirrors what you saw on the previous screen, except there is a lot more information to the right of it, keeping track of things like the current census, the percentage occupancy, the present capacity, indicating which beds are out of service for whatever reasons may crop up, the staff in operation and the rated beds.

4:20 p.m.

We have taken that one input screen and have broken it into three screens, breaking it down to critical care, medical-surgical and specialties. A lot more information has to be carried on these screens and a lot of it can be provided for the analysis trend. For example, if you are missing two beds, those two beds may have been out of service because of maintenance, painting, ward closures, whatever else has been done at those particular institutions at that day and time.

This is the same idea for the medical/surgical—various totals and various statistics.

Mr. Sweeney: What does the minus one mean in that first column?

Mr. Zingaro: I believe it would mean that some patient is sitting in the hallway looking for a bed. There is nothing there.

Mr. DeMaio: Angelo is actually right. The way he is characterizing it is somewhat misleading.

What we mean is that some temporary or extra resource is being used to take care of a patient in that particular type of bed. It would happen, perhaps, more frequently in coronary care or intensive care, where they might wheel in a portable life-support unit that would not normally be set up, and they would indicate that by a minus one or a minus two, depending on the number.

Mr. Zingaro: If you can monitor the occurrences of the minus ones and the minus twos, it at least gives you an indication of where the problems are in terms of the particular kinds of beds that are not available.

I want to remind you that the information you are looking at is test information. It is not really a snapshot of what is happening across the region.

Mr. Sweeney: How could you have 80 per cent occupancy in column 3 and zero beds available in column 1, under "medical/female," in line 2? I am missing something. Line 2 says, "medical/female beds available, zero." Go over to column 3: "per cent occupancy," and you get 80.

Mr. DeMaio: The per cent occupancy is the bed census, which is 22, divided by the number of rated beds, which is 25. The reason there are no beds available is that 22 beds are presently occupied. The number of beds out of service should actually be three, rather than seven.

Again, this is just a matter of the test data we have put in to show how the system works, just to give you an idea of what is there.

Mr. Cooke: It shows two beds out of service in the medical/female.

Mr. Zingaro: This is the specialty screen, which breaks it more down by the characteristics of the individual hospitals.

The number of screens that can be contrived is infinitesimal, depending on what the particular institutions would like to see. From this, we can derive summary screens that basically show the input in a summarized format, imitating the summary screens we saw earlier. This time it is broken up by the critical care again, and the medical/surgical and the specialties.

Another way of presenting this information is a summary screen, which tries to mimic the very first screen we saw, where all the information is on one screen as opposed to two or three screens. The information can be quickly got at. This is the second part of it.

Mr. Sweeney: You used some very objective terms with respect to emergency, like, "busy," "overwhelmed," "moderate." What do they mean from a layman's point of view? What is the difference between "busy" and "overwhelmed," for example?

Mr. DeMaio: It is broken down so, basically, "overwhelmed" would mean it would not be safe to send a critically ill patient to the emergency room. I have a couple of notes, if I could—

Hon. Mr. Norton: Perhaps the members of the committee have some questions they would like to address to the gentlemen. I noticed that Mr. Cooke made one observation during the course of the presentation. With some trepidation he suggested that, with all this data, my answers in the House would be even longer and more detailed. I am not sure that this necessarily follows. I suppose my answer might be more accurate.

Mr. Sweeney: We will just have a blackout plug for you. Whenever the minister requests information, you block the screen.

Hon. Mr. Norton: Do you have any questions you would like to address to the members of the—

Mr. Sweeney: I have a standing one. I think the gentleman—

Mr. Zingaro: I have one comment to make. I have a sample system here on the Digital Equipment Corp. micro. If you are interested, I would be pleased to give you a demonstration afterwards.

Mr. Cooke: Are we on questions of this nature now?

Mr. DeMaio: I am referring to the question about the objective status of the emergency room. This is from the Hamilton-Wentworth Regional Emergency Services Committee, dealing with the regional bed availability system. It is from a meeting of November 14, 1983.

At a meeting in March 1983 it was agreed that the following criteria would be used: "Quiet" would mean less than one deferable patient per nurse on duty; "moderate" would mean able to accept all ambulance patients; "busy" would mean to redirect all but critically ill patients; and "overwhelmed" would mean it would be unsafe to send any critically ill patients.

Less than one deferable patient per nurse on duty, of course, means that someone is there ready to take a critically ill patient as soon as he comes in. These are guidelines.

Mr. Sweeney: That makes sense; that is fine.

Mr. Cooke: I understand now how the data are going to be collected. As I was telling the minister, we are now probably going to get longer and more complete answers in the Legislature from the minister than we have had in the past.

Mr. Sweeney: Not necessarily more complete.

Mr. Stokes: More confusing.

Mr. Cooke: More confusing. I still do not understand what happens when someone is being picked up on an emergency call as to who is on the other end, what staff is involved and that type of thing. I know there is a doctor involved, but what other kind of staffing is involved in that kind of thing?

Dr. Psutka: I would like to speak to that one if they do not mind because, basically, the system you are hearing about here is the icing on the total emergency health services system that is now in place in Hamilton.

In order for this system to work, a decision had to be made by the hospitals in Hamilton, the medical staffs and the boards, that one of the hospitals would be the base hospital, and that base hospital would provide a physician 24 hours a day who would assume patient care responsibility over the radio for patients. So if, for example, Mrs. X is at home with chest pain and

the ambulance crew gets there and assesses her, they call back to the base hospital and say: "We have a lady here who has chest pain and a potential coronary. We would like to take her to her hospital, which is Hamilton General Hospital."

They immediately look at the board and Hamilton General Hospital has no beds, is overwhelmed, or there are no monitors and therefore it is not an appropriate facility any longer. If you go to section 50 of the Ambulance Act, the dispatcher, the crew or the attending physician can take the patient to the hospital where the appropriate care is available. Inasmuch as the base hospital physician is now attending, he can delegate the authority to move the patient to the next hospital.

Something you did not hear is that in Hamilton they went to every practising physician, every general practitioner, and asked, "Which hospitals do you prefer to use, in order of rank?"

They would say: "Mrs. X's doctor is Dr. So-and-so. He likes the General but his second choice is St. Joseph's Hospital." St. Joe's has an available monitored bed so she is taken there. That works out very well.

I can tell you that, in the year and a half we have been operating, I have been aware of only one complaint from a lady who wrote saying her husband went to the wrong hospital. On investigation, he was taken to the nearest hospital because he was in respiratory distress and, as soon as he was stabilized, he was moved to the proper hospital, as far as they were concerned.

The system has worked very well. It has actually made the utilization of paramedics even more valid, because paramedics can now treat en route and you are quite safe in moving patients throughout the system.

4:30 p.m.

Mr. Cooke: What about the majority of the communities? There will be six of these altogether, two of which will have paramedic programs and four of which will not. How does the fact that they only have ambulance attendants and not paramedics affect whether they can go to the closest hospital or to another hospital?

Dr. Psutka: That is not a big problem. This system was running for a year prior to the paramedics coming on line in Hamilton. In other words, it allowed the base hospital in Hamilton actually to bond itself to the basic ambulance system. In fact, in many of our communities we encourage more and more physician input right into the basic ambulance system.

Mr. Cooke: Will it not be a little riskier when you have just an ambulance attendant rather than a paramedic if you are not going to the closest hospital?

Dr. Psutka: A bit, but not that much; surprisingly, the statistics back up that it is not that much of a risk. In trauma, for example, there is no risk in bypassing. That has been documented in many studies. As far as coronary care is concerned, unless you take the advance life support to the victim you are probably not going to impact much.

Mr. Cooke: What about other staffing besides the base doctor? Who else is at the base?

Dr. Psutka: It is a regular emergency room and it is the normal doctor who is there anyway. They have accepted that role at McMaster. Those physicians are part of the base hospital system.

Mr. Cooke: Someone must work the register and someone must collate all the information.

Dr. Psutka: That is done by the admitting people. The doctor does not input the information. That is done by the admitting people and hospital resource people who keep the inventory up to date. It is available to any emergency department, by the way. It is available to any admitting department and it is also available to the ambulance dispatch and central dispatch people.

Mr. Cooke: The health council ultimately would get some of this information to identify problems and so forth.

Dr. Psutka: They do now.

Mr. Cooke: Do they have a terminal?

Dr. Psutka: They have a terminal so they can access it any time they want.

Mr. Cooke: What I am thinking of is, are there monthly reports or anything like that?

Mr. Zingaro: There are no reports specified.

Currently, we are embarking on trying to define what reports the various institutions want to see and how they want to see information collected. The multiple screen approach we saw at the end is one way of trying to collect some of that information from the trend analyses and statistics. Currently, the only method we have for giving reports is actually to take a copy of the screen as hard copy, as a printout.

Mr. Cooke: Once these registries are put in place in the other communities, I assume over a 12-month period the minister, or health councils, or even local MPPs, will be allowed to have access to information for a change and will be

able to find out whether there really is a problem. There will be those kinds of reports.

Mr. Zingaro: If the information is collected in a form you would like to see with the analysis in mind, but the stress has to be on the data collection for the first part and there would be the analysis 12 months down the road.

Mr. Cooke: My final question is how is this being phased in in the other communities such as Thunder Bay or Windsor and how quickly is it being phased in? I think it is even more important in Thunder Bay.

Mr. Stokes: It is different in Thunder Bay because they have air ambulance. There are pads. If McKellar General Hospital cannot accept one—

Dr. Psutka: It would be very important for us to know that.

Mr. Stokes: Exactly.

Dr. Psutka: I suggest that is why in Thunder Bay and Sudbury it is very good to know that. Besides that, there are more than two hospitals. In other words, I think you need a certain volume of hospitals to justify putting in this kind of system, at least in a pilot process.

I think these people have been asked by a few communities. For example, at the end of the month we are going to Windsor, to talk with the health council and the hospitals, not only about this but about critical care.

The Metropolitan Toronto District Health Council's emergency health services committee is well under way and was exploring this even before the minister's announcement, because they were enthused about what they saw in Hamilton.

Other communities will be impacted, probably within the next month, so we are having meetings at the end of this week in the ministry to get all this organized.

Mr. Cooke: Is the money in this budget for this or are we looking at the next fiscal year when it is actually all going to be put in place?

Dr. Psutka: The money in this year's budget is available for everything. I think the Thunder Bay one is the one that was put off until next year because of that, not that we are being nasty to Thunder Bay, but there is a lot of work being done.

Mr. Cooke: We can count on ribbon cuttings well in advance of a provincial election.

Dr. Psutka: I cannot comment on that.

Mr. Sweeney: You would be wise not to. I have a couple of questions. Is the system

programmed to pinpoint the recurrent shortages? In other words, if you have consistent—and that depends on how you interpret the word—coronary shortages at two or three hospitals, or in the whole system on a periodic basis, is it programmed to pick that up, record it and put it in its memory banks so that at the end of the month, picking up the question that was asked earlier, you could ask, "Okay, we have had a month's experience now, where have the soft spots been, where are the weaknesses in the system?"

Mr. DeMaio: Currently there is nothing in place like that except the capacity to get a hard copy on paper of what the screen looked like at a given time. In fact, the Academy of Medicine is collecting that information.

What we are working on currently, an extension of the application, would be to make that type of resource available so the information would be collected. There would be reports generated, either pinpointing high or low spots, or perhaps some sort of graphics which would, over a 24-hour or a 30-day period, show bed utilization, ER status, the different types of information available—

Mr. Sweeney: For example, could it not be programmed so that every time a zero or a minus number shows up, that would be recorded; automatically picked up?

Mr. Zingaro: Yes. In fact, we have done a little bit of work with the base hospital physician, Dr. Baillie. We have identified ER statuses, for example, that switch from quiet to overwhelmed and monitored how long there is an overwhelmed status. We superficially pick up some information about when you get a negative or a zero number for the monitored beds.

At present this information is only available to the base hospital physician. It has not been polished yet to the point where we can make the information available to other institutions, but that is a possibility. We try to pick up some of the key areas.

Mr. Sweeney: From your experience thus far, do you have any idea as to what the geographical limitations are? Hamilton is not that far from Burlington or, let us say, St. Catharines. Can you see the system being extended that far or is it more limited to a municipality?

Dr. Psutka: I see that happening down the road. This is elementary stuff. The system you are hearing about here is the beginning of the data base which we have not had to use until now. First, very few people are aware of even how to use it. As you are hearing now, they are just

starting to explore different ways of collecting data and analysing it and so on.

What is missing and what we are doing currently in the province is we have set up district emergency committees. Twenty-one of the 26 health councils now have them.

The province has been split into six planning areas. Hamilton is the centre of one, central west. I can see that at some point this computer system would be expanded. In fact, there has already been some discussion in Hamilton with Reach, I think it is called, regional enquiry and access to on-call health professionals.

The idea is that they will make available to other hospitals not only bed availability in Hamilton but clinic availability, bookings for CAT scanners, things like that, so that truly you will have a system. We are going to have to work to get that kind of information, but it will happen. I think these people should be encouraged to progress that way.

Hamilton has a unique ability to co-operate and get these things done and it would be nice if we could see it happening in other places too. However, there is turf protection involved, there is no denying that; I think there has been a very gentle approach to this because of turf. People are running to use it and they are not being harmed by it. In fact, they are being encouraged by using it, as far as that goes.

The new system has been really good for patient care. It has eliminated conga lines, as I used to call them, in the emergency rooms. If people showed up I had no place to put them and they were basically in the waiting room. Now I know there is a bed over there and we can move them and there is no problem.

It evens out too; maybe one day you are overwhelmed and the next day you are not, so there is really nobody being impacted in their pocketbook when you come down to it. It all averages out at the end of the year.

Mr. Sweeney: There is just one last question then. I fully appreciate that you say it is a pilot program, but as I understand it, at the present time the hardware—the sort of network—is among the hospitals themselves.

4:40 p.m.

Can you see the possibility of that network, or the on-line system, if you will, being extended to individual doctors' offices and to a mobile unit within the ambulance vehicle itself?

Dr. Psutka: Yes. That is not in the future; that is imminent. In other words, we are unable to keep up with technology. I can tell you right now that probably a third of the doctors' offices in the

province have computers. The majority of them have put them in for financial reasons.

On the other hand, there is a growing software industry that is offering many things for physicians: access to pharmaceutical information, for example, if a patient is on a multiplicity of drugs; poison information; treatment protocols. These things can now be accessed by using modems and a central data base. I can see that as being a very major thing.

I have seen and held in my hand a little thing about this big for ambulance personnel, so they can just punch in data. In other words, they do not have to fill out forms manually any longer. So this is available at a fairly good price, even right now, and probably it would give me very accurate data which all of us need if we are going to manage appropriately.

I think this is happening and coming. We are pushing right now for data gathering in emergency departments. What we have in most ERs in the province are elementary data bases. They are very difficult to work with when you want to analyse statistics, so we are trying to come up with something.

All of us are running to try to keep up. What you are seeing here is like a Vic 20. Seriously. I am not being nasty, but how many bytes of information are you using there? I am sure you could use it on a 64 or a 20 at the most. You can buy this at Canadian Tire. I am sure that is not a Canadian Tire device over there, but what I am getting at is that, for example in our division—

Mr. Sweeney: You are at the low end of the sophistication scale is what you are telling us.

Dr. Psutka: It is not the equipment. Do not get snowed by that. It is the commitment to the people in the city. That is what is making it work, and that is going to be the tough sell around the province.

Mr. Zingaro: To actually put the hardware in place in various institutions—to actually do the testing, the training and the programming of the screens you saw—took three months. However, the actual work of doing the screens and the programming did not take more than a week.

Any competent programmer, a systems analyst type, can quickly and easily fashion the screens so they can be seen. If you want them to include heliport pads, mobile ambulances on water, that is fine. Those are just an extension of your particular procedures, not necessarily a limitation of the hardware.

Dr. Psutka: I would just like to point out—

Mr. Pollock: Maybe I should ask the minister this question. Is it absolutely mandatory that an

ambulance driver take the accident victim to the nearest hospital?

Hon. Mr. Norton: Under the present legislation, I believe it is.

Dr. Psutka: No. The present legislation is very valid. I was in Niagara-on-the-Lake the other day, talking with the hospital down there, because they have decided they are having serious problems in receiving people. They do not want to receive them. They are saying, "We are no longer appropriate," and if you read the legislation it states that in an emergency—and that is the key word—the attending physician, the ambulance dispatcher or the attendant can take the patient to the facility where the appropriate care is indicated, not the nearest facility.

Really, if we had sat down and categorized our facilities, we know that Hamilton General is a trauma unit, and I can tell you right now that all trauma in Hamilton of a certain nature—it has to be severe—goes to Hamilton General. It has been happening for three or four years, and this has just made it easier.

Mr. Pollock: That certainly is not the way out around our area.

Dr. Psutka: I know that. I have spent three years going out and selling this.

Mr. Pollock: We just had a bad situation in the Norwood area, when they took an accident victim to Campbellford Memorial Hospital. It is not a big hospital. It does not have sophisticated equipment. The case really should have gone to the Hospital for Sick Children, but that was 100 miles away, so Peterborough was the logical choice.

Dr. Psutka: Again, what we are doing across the province is getting the medical and nursing people to sit down at these committees and really talk these problems through. That is starting to happen, so now people are starting to go to the appropriate facilities in the system.

I was pleased to go to the little hospital at Niagara-on-the-Lake. It is a good, small-town hospital, but the doctors said: "We are not in here 24 hours a day. It takes us 20 minutes to get back. It is a 15-minute drive to St. Catharines. We feel therefore that the patients should go to St. Catharines General, which we think is probably the critical care facility."

However, that has not been decided yet, so the health council is working on it with the users in that area.

I think it is going to be coming around in the next six months, in the Niagara region anyway,

that those decisions will be made through central dispatch.

Mr. Pollock: The ambulance driver can make those decisions, as to where he takes—

Dr. Psutka: Sure he can.

Mr. Pollock: I see.

Dr. Psutka: However, what he needs is the backing of a base hospital physician to make it more secure for him.

Mr. Cooke: Why does everyone insist that the law says they have to take them to the nearest hospital? With everyone I have talked to, that has always been the assumption.

Dr. Psutka: That part of the act is misinterpreted. People do not read it. It has been a motherhood statement that no one bothers to read. Seriously, I have taken the time to read the act over and over, and it is there.

Mr. Stokes: Minister, I do not know to what extent you travel throughout the province but I can tell you that where we have a mixture of ground ambulance and air ambulance, both fixed wing and helicopter, it is the doctor who makes the final determination, whether he is competent to do so or not.

I want to know whether you people will back up an ambulance driver, or someone who is an attendant on Bandage One, Two or Three, if he says that in his judgement the only way his patient is going to get the kind of attention he deserves is by not flying him to Thunder Bay, where some doctor can tell them the obvious and reroute them to Toronto.

What kind of direction do you give to your ambulance drivers in an emergency such as you have outlined in your earlier response? They are the only ones, really, who are on the scene and can make the determination as to what is the proper destination. How competent are they to do that, given the seriousness of the illness?

Dr. Psutka: I think what you are hitting on is probably the reason the act is interpreted the way it is. It is written in a certain way, but if you take it around your area you will find a varying degree of training, depending on the location of the ambulance and whoever the drivers are, volunteers or first responders. Then there are part-timers, etc.

If you go out into a very remote part of the province and the closest hospital, which is 60 miles away—

Mr. Stokes: Would you consider Thunder Bay remote?

Dr. Psutka: No. Thunder Bay is a large city with 200,000 people; that is not remote. But for

the communities around it—for example, Red Lake, Dryden or Fort Frances—there is only one hospital and it happens to be 300 miles away. Literally, the ambulance crews in those areas would go back to that hospital. That is quite appropriate.

On the other hand, what is happening—and we are just starting to see it up north—is that, in areas where we are able to communicate, for example around the Sudbury-North Bay area on Highway 17, it is more and more frequent that ambulance crews have recognized that this is, for example, a head-injured patient, and there is no neurosurgeon in North Bay.

Mr. Stokes: Precisely.

Dr. Psutka: So what they are doing is calling through. The doctors are communicating from Sudbury General and saying, “We will send a helicopter,” which now lands on the highway, linking up with the land ambulance system. That is just starting to happen and it is going to take some time to get people used to it.

In the old days these patients would have gone to the nearest small hospital, they would have been seen there sooner or later by someone, and then a decision would have been made to send them on—usually by land ambulance—to the next bigger hospital.

My point about this is that we have had inquests because of lengthy transfers and we are trying to shorten that down. Basically, if you had the time I would explain to the committee why people die during emergencies in rural, remote areas. It is because they never get to the hospital. Therefore, we really have to work at that part of the system.

Mr. Stokes: How are you going to—

Dr. Psutka: As far as backing an ambulance attendant goes, I would do that for any of them who would document, and be able to stand up and tell me, why he went on to another hospital. If he has good evidence and good—in other words, any court would only want him to do what any other rational person would do in that situation.

4:50 p.m.

Mr. Stokes: I want to tell you that the conventional wisdom up there is that whatever a doctor says—

Dr. Psutka: In the case of patient care, a doctor assumes the responsibility.

Mr. Stokes: If it is a matter of life and death, do you think the kind of people that we have now manning either air or ground ambulances are competent to make the decision, as you just

suggested to Mr. Pollock they had a perfect right to do?

Dr. Psutka: I would suggest that the majority of the people who work in the ambulance system, who have had emergency medical care attendant training or who have been grandfathered or who have the fundamentals of casualty care, are quite capable of making that decision.

Mr. Chairman: Some of them are your constituents.

Mr. Stokes: The patients?

Mr. Chairman: No, some of them in the ambulance service.

Dr. Psutka: I think the important thing to remember is that that this service will be available as the system evolves and once the radio links are in place, no matter where you are in the province, if there has been agreement in, say, the northeast region that physicians in North Bay or Timmins or Sudbury can assume responsibility, even if the patient is 150 miles away on the highway. What we are working for is that there will be a physician who will be able to converse with ambulance attendants by phone and make a decision about what this patient should have done to him right at the scene.

If this is a head-injured patient and there is only one neurosurgical unit in your part of the province, then he has to go there.

Mr. Stokes: What about this new technology that you are developing? I had the opportunity to see it in operation. It was telemedicine, and there was a nurse at Big Trout Lake talking with a doctor at his own hospital in Sioux Lookout. We were in Thunder Bay and there was somebody down here at Sunnybrook, and they were looking at the same images and being able to say, “This is what I think”. One was an X-ray and the other one was a specimen, a cell or something like that.

Can you see that as a useful tool in furthering the situation in which somebody has to make a decision, but they have to have information? Is it conceivable that in the not too distant future that to make the whole program feasible you could use telemedicine so that a doctor could make the best decision by using the best technology available, whether he was in Thunder Bay or the Sick Children’s Hospital or wherever?

Dr. Psutka: That is true in two ways. First, telemedicine as I see it has an extremely powerful role in continuing medical education. I have already taken part in teleconferences where we talked to 33 hospitals along the whole northern tier. We had a lengthy conversation on head-injured patients and how to handle them.

When I was taking part in this, I was chagrined to find that 15 of the hospitals were not using a standardized approach. I can tell you that, probably after that conference, they all went out and got it; so that was very positive.

On the other hand, telecommunications is another thing. In other words, a doctor and a base hospital physician can communicate even now using the telephone. What we are working on is making sure that in the north in the next few years, no matter where an ambulance is, they will be able to communicate. The real problem there is with the distances. An ambulance can leave town and after it has gone about 40 miles we do not know where it is.

Sault Ste. Marie would be an example. I believe the previous minister opened up the first segment of the northern Ontario ambulance radio system and we can now communicate over 20,000 square miles now with nine or 10 services, no matter where people are—at least most of the time. There will always be some spots where we cannot. However, we are talking about 95 to 96 per cent availability, so that means that now, no matter where you are in that area out on the highway, you can communicate. The biggest problem is to find the patient, first of all, and get into the system, and then we can start to make it work. Without the communications we cannot.

There has to be continuing education and there has to be ongoing communication. I think I got very upset about telemedicine because there has always been this conception that doctors are going to talk with each other by television. In other words, I am going to be able to look over and say "Hi" when you are 500 miles away. What is the matter with the telephone really?

I think giving lectures, the way we are doing it now—sending out slides and pre-lecture stuff, linking the hospitals and having an audio bridge—really pays off.

Mr. Ryman: You cannot look at an X-ray over the telephone.

Dr. Psutka: That is coming, though, digitizing the—

Mr. Stokes: Given that you have just admitted there is only one place in all of northern Ontario where you could take somebody with a severe head injury—

Dr. Psutka: No, there are two places.

Mr. Stokes: You said one.

Dr. Psutka: In your part of the province.

Mr. Stokes: All right. My riding is bigger than West Germany and there are two others up

there that are almost as big. Given the geography, the length of time and the lack of communications of a kind we would like, why did you delay the implementation of this kind of program in Thunder Bay when the best technology is available?

Dr. Psutka: Which program? Telemedicine?

Mr. Stokes: No, the registry program.

Dr. Psutka: Maybe the minister might comment on that.

Hon. Mr. Norton: I am sorry, I missed the question.

Dr. Psutka: He is asking why Thunder Bay is last on the list of six to have the registry put in place.

Hon. Mr. Norton: I am not sure I can really respond to that. It is my understanding that they probably have more steps to take before they are actually ready to implement it. For that reason, they probably could not be ready actually to have it in place this year in any event. That was my understanding.

Mr. Stokes: Are you saying the people in Thunder Bay make that decision or somebody within the ministry?

Hon. Mr. Norton: In terms of the order in which they would be put in place, the decision was made by the ministry, but it was after taking into consideration the state of readiness of the various communities. For example, there is not much point in saying, all right, we can do it in this fiscal year when, in allocating funds for that purpose, we know they are not going to be in a position to do it during that time.

Mr. Stokes: Is there anybody here who could tell me specifically what we have to do in northwestern Ontario to be ready?

Hon. Mr. Norton: I think the people in Thunder Bay know what they have to do. I am not sure I am in a position to tell you. I do not know whether Dr. Psutka can do so off the top of his head at this point.

Dr. Psutka: Not off the top of my head, no.

Mr. Stokes: Somebody in the ministry made a conscious decision that we would likely be the area in the province that would be sixth on the list because of our inability to get ready for this new concept or this new technology. I do not think you asked, "What do you need and how long will it take you?" I would like to have a copy of the reasons for those priorities.

Mr. Chairman: Okay, Mr. Stokes. Mr. McGuigan.

Mr. McGuigan: My questions are somewhat along the same line. We had the Ministry of Government Services go down last summer to a meeting in Chatham where we called in the firemen and the ambulance people. They proposed putting in a central dispatch system from Windsor.

As you can well appreciate, there is always resistance to change. One of the questions is, "What are the advantages? We already have dispatch systems that are working pretty well."

Dr. Psutka: Yes and no, but go on anyway.

Mr. McGuigan: They think they are working well. How would this system work out of Windsor when we have two hospitals in Chatham? There are St. Joseph's Hospital and Public General Hospital. Wallaceburg has a general hospital and Newbury has one. I have forgotten whether it was going to take in Sarnia and London.

Dr. Psutka: No.

Mr. McGuigan: I think you questioned whether it is worth while where there are only two hospitals.

Dr. Psutka: In your area in Chatham there are two hospitals, but it is definitely part of the Essex-Kent county medical—what is the word I am looking for?

Hon. Mr. Norton: Complex.

Dr. Psutka: Right. Your local dispatch works fine when it comes to sending out ambulances in your area. On the other hand, there are very complex reasons why central dispatching is the way to go. If you wish, I can show you six slides I have in my briefcase. I have a machine here, so I might as well do that if you want to look at them. I do not think you will understand what I am going to tell you unless you see the slides.

Mr. McGuigan: The Ministry of Government Services people talked about only the technical aspects.

Dr. Psutka: They were my people, by the way, and Ministry of Government Services people. They went there and they started talking about CADS, or central ambulance dispatch service, in complete isolation to the total system.

Mr. McGuigan: That is right.

5 p.m.

Dr. Psutka: If you do not talk about the other 14 parts of the system, you will never understand CADS. I have been here three years. When I first came in, I said, "Central ambulance dispatching? What is all that about?" Truly, having now gone

over it for three years, I really feel that is the way to go.

One of the reasons, simply enough, is to collect proper data. By linking the central ambulance dispatch units together, I can give you current data. If you came to me now and said, "Give me data on Chatham," I would probably give you stuff that is a year and a half old. That is the data I have available to me.

In regard to making conscious decisions in the future, on ambulance location for example, one of the things I have often heard coming here to estimates over the years is, "We do not have an ambulance," or, "It is in the wrong place," or something. It has always been a gut feeling or, "Somebody says."

In the last year we have developed computerized models. I can now tell you within 50 feet where an ambulance station should go. I need the data to make the model work. What we are looking at is data.

Mr. McGuigan: I would love to see that, but I am a bit concerned about the little bit of time left in the whole estimates.

Hon. Mr. Norton: I am willing to forgo some of my remarks this afternoon if you wish to see that. Since it is here, it would be easier perhaps to view what they have rather than having Dr. Psutka and others come back.

Mr. McGuigan: I have one item I want to get on. I do not want to pre-empt myself on this.

Hon. Mr. Norton: You do not mind pre-empting me but you do not want to pre-empt yourself, is that it?

Dr. Psutka: I will not give you the whole 14 components but, in answer to your question, I have gone around the province and given a speech to 280 communities in the last three years.

I was in Kitchener on the weekend, in your community, and spent an hour and a half talking about Kitchener to the Ontario Heart Foundation, heart instructors and the media. It takes an hour and a half to go through the complete system. It is getting very complicated. But the CADS thing is about five minutes, if you want to watch it.

Mr. McGuigan: Fine.

Dr. Psutka: I know it is a hot issue in your area, there is no denying that. If you will give me a second, I will just—

Mr. Sweeney: Are we finished with the registry? Are we tying these people up on this?

Mr. Chairman: No.

Hon. Mr. Norton: That is another possibility since these gentlemen both have to return to Hamilton.

Mr. Sweeney: Yes, that is what I am thinking. There is not much point—

Hon. Mr. Norton: So does Dennis, but he is used to it.

Mr. Zingaro: There is a demo in here if you are still interested.

Hon. Mr. Norton: Dennis, if the members of the committee want to see the demonstration, would you mind having that go first so the gentlemen from Hamilton can hit the road?

Dr. Psutka: Sure.

Mr. Cooke: Could we not get a pretty good idea on how it works from the overheads?

Hon. Mr. Norton: I do not know. It is up to you; they can give you a demonstration.

Mr. Cooke: I am afraid of computers.

Hon. Mr. Norton: It might be a good idea to overcome your fears.

Mr. Chairman: This is all put on by the gentlemen from Hamilton?

Hon. Mr. Norton: Yes. I do not know whether the people from Hamilton were ever properly introduced. Were you? I do not think so.

There is, first, Mr. Zingaro, who is the leader of the computer services group, and Mr. DeMaio. Is that correct?

Interjection: Yes.

Hon. Mr. Norton: I think there is a consensus, with one conscientious objection, to proceeding with a short demonstration. If you would like to do that now, perhaps the members could move around the terminal and the members of the New Democratic Party caucus can protect Mr. Cooke from exposure to this computer.

Mr. Sweeney: Keep your fingers out of plugs, that is all.

[Preparation for demonstration]

5:10 p.m.

Mr. Chairman: Okay, I think we are ready.

Dr. Psutka: Mr. Chairman, before I start, I suddenly had my memory jogged that I was the reason in the ministry as to why Thunder Bay was made number six. The central ambulance dispatch equipment, which has been ordered and is being put in place now, will not be operational until, I think, April or May. Therefore, it goes into the next fiscal year. That is the only reason.

Interjection.

Dr. Psutka: I am the person who said it. It just slipped my mind entirely. It was not money, it was the fact that the radio equipment, on which we are spending well over \$1 million in updating—and it is being installed—just will not

be in place until that time. Everybody else on that list of six already has central ambulance dispatching in their community.

Efficient communication is one thing we always talk about. Obviously, if you do not have money, you get this kind of stuff. To be blunt about it, to communicate at the scene with the hospitals, ambulance personnel, police, fire department and everything else is very important and it makes the whole emergency system work.

The reason I say that is that when you say “emergencies,” you are really talking about a game that is called “beat the clock.” There is a certain time frame associated with every emergency, whether it is a heart attack, where we have four minutes, or a burn, where we have 30 minutes, or a stroke, or something else. What we have to do is make sure our system is working efficiently and rapidly so we can prevent people from going on, as it were, to the top of that graph, which is 100 per cent mortality.

You must be able to communicate quickly. For example, with the paramedic pilot project here in Toronto and Hamilton, that is one of the reasons why they all have radios and communicate back and forth from the scene with the hospital. We are very supportive of 911 in this system because we are talking about saving precious seconds.

In the last two or three years, because of the emphasis on the communications from emergency health services, Ottawa has now agreed that they will have 911 in the next three years, and Kingston has definitely gone the route of putting it in. There is discussion in Sudbury and the Niagara region. These things are starting to take place.

The number 911 is user friendly. It allows any of us, no matter where we are in the province, to have access to not only the ambulance but the police and the fire department. The other thing is that when you do that, you get a tiered response.

If you have noticed, in Toronto or Hamilton, with the paramedic system in place, when you dial 911 and say, “Someone in this room has had a heart attack and is on the ground,” one of the tiered response agencies—the police, fire or ambulance—will be there very quickly. In fact, we have found in both of these places that the fire departments, most of the time, are the first people there because they are located in stations throughout the community that gives them a much better response time.

This slide shows the Niagara region. Just to explain about Chatham for the member, project this down to your end of the province and just reverse the river and put it on the left-hand side,

make it the Detroit River. I am sorry I do not have a slide of Essex-Kent.

In St. Catharines, at the Hotel Dieu Hospital, there is one dispatch centre. It is sending out the eight or nine little purple dots. Those are the ambulance services in all those communities.

They still do not have 911 in the Niagara region, by the way, but when you dial the Grimsby number, you will get the dispatcher answering in St. Catharines—at least you will in the future; the Grimsby operator has not signed over yet, but we hope will in the next few months. Anyway, in Smithville, Welland or any of the other areas, if you dial your local emergency number, the telephone rings in St. Catharines. They then talk with you and dispatch the ambulance in your community.

In other words, it is still the local people who are making the call and, therefore, there is all this confusion. They say, "Gosh, the people in St. Catharines do not know where I live." We are saying, "Yes, we do," and we are also still using the people in your community.

On the other hand, the fact that we can now keep an eye on the total system down there means we can make much better use of our ambulance resources. For example, when we put central dispatch in Lindsay we found that in one year we were able to double our call volume and decrease our response time by two minutes using the same number of ambulances. We did not put any other ambulances in place and we actually improved the service that much. I think there is a big payoff there.

These are just some of the things central dispatch does for us. Number one, it gives us professional dispatchers. If we allow 200 ambulance services to self-dispatch, I have difficulty in guaranteeing their training. We have gone through inquests in the last few years that centred around training of dispatchers. Full-time dispatchers are now being trained at the Aylmer police college in a joint effort. We work on training our dispatchers along with their dispatchers. The training has definitely improved.

The other thing we are doing is putting in place a card index system and, hopefully, down the road, a computer assistance system which will enable the dispatchers to make better decisions.

As I already pointed out, there is improved vehicle utilization. Rather than having to buy more ambulances, which are very costly—you are talking over \$300,000 a year now for an ambulance manned for 24 hours a day—we can make better use of the system. In the Niagara region, for example, if the vehicle in Smithville

moves, the vehicle in Grimsby can be dispatched to cover Smithville.

We have much better data base in audit. We can get up-to-date information. One of the members asked whether we would, in the future, have some device installed in the ambulances. I would hope, yes, that every ambulance crew would be able to punch in data.

For example, here in Toronto, with its central dispatch, as soon as the ambulance leaves the garage an automatic signal is sent out that clocks the time when they leave the garage, when they get to the scene and when they get back. All of these things are done automatically, so it gives us much better data.

There is much improved supervision of the dispatchers. Seriously, dispatch managers can monitor the dispatching and can do audit and evaluation. It is better for everybody.

Regarding equipment: again, if you have to replace the ambulance radios in 200 services, you would have to replace 200 dispatch boards rather than just 16 or 17, which will be the ultimate number of central dispatchers. Basic radios have to be improved and this is being done.

Equipment going into Thunder Bay, for example, will allow us to have pagers so the ambulance attendants, including volunteers and first responders, can be paged. That is exceptionally important, especially in northern or rural regions of the province where most of the ambulance personnel are volunteers and are on callback. There have to be portable radios so the people out there are going to be able to talk to the base hospital in the future.

With computer-assisted dispatching, just as you saw here with the bed inventory, we have found we can put our total dispatch protocol onto a Vic 20. What we hope for in the future is that every dispatcher will be following an algorithm and will be coached by the computer to ask the appropriate question.

If I am not mistaken, there is now a computerized mapping project under way in Waterloo and Wellington county. Down the road, there will be computerized mapping that will enable us to locate patients a lot better. The location of the people is one of the biggest problems we have in all public safety agencies, not only the ambulance service but also in the police and fire services.

Kitchener-Waterloo is a good example of that because, where the cities meet, street names change and there are problems in locating people if there are new surveys going. It is often a big

problem. I think there is a huge problem in mapping right across Ontario. Computerization is the answer down the road.

Along with that comes automatic number location. If you call 911 in some systems, the machinery locks onto your telephone number so if you fainted or ran away, we could still find you.

Automatic vehicle location, AVL, is another thing. It enables us to monitor where our vehicles are. Again, it is technology that is coming because it is based upon the loran system, a very sophisticated long-range navigation system used by aircraft and ships. Each vehicle has a transponder that locates it within the system.

5:20 p.m.

There are many reasons to go into CADS. You also have better communications: ambulance to dispatch, ambulance to hospital, ambulance to ambulance, ambulance to public safety agencies and hospital to hospital.

In Kitchener-Waterloo, the district health council's emergency committee has just published a report with 30 or so recommendations. The majority of them, by the way, have to do with dispatching, communications and mapping. They feel that even despite their good system, there is a lot of augmentation to be done to it.

This is an example of one central ambulance dispatch service. As you can see, you are now about to put at least one or two dispatchers in place 24 hours a day to back each other up.

In the right-hand corner you can see a tape machine. It is there to ensure that all conversations are taped. In some of our smaller operations that are not taped, we have problems with medical-legal issues, autopsies, inquests and all this kind of stuff.

On the topic of equipment, we talked about the portable radio in the hand of the attendant on the left. He is a paramedic working in the Hamilton system. He is now talking to the base hospital physician back at McMaster.

The physician there who is responsible for this patient on the ground, because it has been agreed to in that community, has delegated the authority to the paramedics to start an intravenous, which you can see hanging in the front. They are now going to move this lady to the trauma unit in safe condition. That is very important.

This is the base hospital physician in McMaster. You saw this slide earlier. He has in front of him not only the bed registry machine on the right, but also a device, the telemetry machine, which allows him to monitor the patient's heart at the scene. He is, in fact, talking by radio to the

ambulance attendant you just saw at the scene and directing what is going to take place.

Many of the patients never end up back at the base hospital. In other words, the base hospital physician probably will never see that patient, but he has been responsible for the care of that patient in the system.

This slide came out of the Hamilton Spectator. They are funny people there. It has to do with mapping. In other words, if Premier Davis has trouble knowing what corner he is at when he gets into a call booth, then I would suggest—

Mr. Stokes: There is a resemblance.

Dr. Psutka: Right. All of us basically have the same trouble. I use this slide because you often go into a pay booth in the province and ask for police, fire and ambulance and then tell them where you are. Nowhere in the booth is there any information about the address or the location.

I know up north it is a real problem when you get into a pay phone and it may be the only phone for 80 miles. The operator will ask, "Where are you?" You say: "I do not know. It is the corner of—there is a moose over there and a pine tree. The point is that I do not really know where I am." If I cannot find you with the system, then I cannot help you.

On the other hand, the central ambulance dispatch service with radio will allow better communication. As the member from up north was saying, we must be able to communicate with our airplanes and helicopters to move emergency cases to the appropriate hospitals.

Finally, it is of extreme importance in disaster communications—for instance, if there was another Mississauga or anything along that line—to be able to communicate with the ambulances, hospitals, police and fire department and link it all together.

I think there was an exercise last year in Thunder Bay where they came up with exactly that. They were unable to communicate at the scene. That is where CADS, when it is in place in Thunder Bay, will definitely be a valid option for them.

That is the 10-minute presentation.

Mr. McGuigan: You might have an instance where there has been an accident that requires all of the available ambulances in that area. There are three and it takes all three to get the victims into the hospital, so that area is really unprotected in the event there is another accident in the next five minutes.

Dr. Psutka: We can move in ambulances from surrounding areas. That is where—

Mr. McGuigan: Do you?

Dr. Psutka: We do, definitely indeed. I do not know whether I have that slide; it is not on the wheel. I have a slide of a disaster taking place in Hamilton. Within 20 minutes there were 60 ambulances there from Niagara and London—we knew they were coming even while they were still on the highways. Toronto showed up with a couple of buses.

When the dispatchers link themselves, they have protocols to follow. That is very important. There are 550 ambulances in the province, I think, and we just have to make good use of them.

Mr. McGuigan: By bringing all those units into Hamilton, you did not leave the rest of the places unprotected?

Dr. Psutka: No.

Hon. Mr. Norton: I do not want to make this whole thing sound more complicated than it is, but in the interests of keeping it in perspective, and recognizing there is no perfect system, in spite of the fact we may be striving for that, Dr. Psutka, is it fair to ask at this point if you could bring us up to date on the paramedic programs presently in existence—not necessarily in this jurisdiction but in some other jurisdictions?

We run the risk always of assuming that we have found the perfect answer. It is important, both with regard to our understanding and also our communication with the public, that they realize as well that although we may be improving things we do not have the perfect solution.

Dr. Psutka: Basically, the minister is talking about the pilot project. Of course, everybody in Ontario is very concerned about when they are going to get paramedics. What I have been saying across the province is that paramedics will come to you when we have finished the pilot and determined just what a paramedic is.

That causes some people to get a little upset. They say: "We know what they are. We have watched them on television for the last 10 years."

We are saying: "Those are people who were trained in the 1960s and the 1970s. What we are trying to do is determine just what a paramedic should be doing in the 1980s and the 1990s in Ontario, not in California; a paramedic who works in the north and the rural areas, not in urban Los Angeles."

The pilot project we put together involves a teaching institution, the Toronto Institute of Medical Technology. It involves the College of Physicians and Surgeons of Ontario, the advisory

council of the Toronto Institute of Medical Technology, the Toronto General Hospital, Sunnybrook Medical Centre, McMaster University Medical Centre, McKellar General and Sudbury General, plus the Hospital for Sick Children.

What we have done is put in place a model. We are trying it in these communities. In fact, we are still working in Sudbury and Thunder Bay. We are going to be trying something there in the next few months that is unique and, I think, what is indicated for the north.

We have been working with the people in both those communities, for example, and talking with them about doing the training locally. We started off by trying to bring people down to Toronto and found very quickly that was a mistake. The training has to be done in the local area. If the people in those communities are not ready to train personnel, then I do not see how they are going to maintain them.

What we are doing is going out there; we are working with both of those hospitals now. We are going to be putting in instructors and have them act with nursing personnel, for example, who will be co-ordinators. We intend to do the training in those areas and maintain the people there so they will not have to travel down to Toronto and then go back up north.

The evaluation is taking place right now. We are collecting data on what is happening with the project. It is extremely interesting because we are finding that a lot of things we thought from reading the literature were appropriate are not so, especially in Ontario. We are collecting data; the end of June will give us one full year of it. We are following the patients not only into the hospitals, but out of them.

If I were an academic I would say I need five years of follow-up to decide whether it is an appropriate program or not, but we are not going to have that luxury. There is some pressure on us to make some decisions.

We are finding that some of the things we all presumed were obvious are not. Some of the things we saw the paramedics doing on television do not really work out. There are controversies.

Let us put it this way: at the end of the evaluation I would propose that there will be available a model program that can then be duplicated in communities across the province; for example, in communities such as Kitchener, where they have been very aggressive in attending to the 15 planning components that we keep talking about. So that, seriously, by about a

year from now, the only thing missing will be paramedics.

That is exactly how the pilot in Hamilton came about, by the way. Hamilton had most of the components in place and the paramedics fit very nicely in there. Paramedics work only if the system is there to back them up.

Mr. Cooke: You are doing the evaluation, but what happens in the meantime with the ongoing training of new paramedics?

Dr. Psutka: There have been no new people going in for the last few weeks because the model we have used until now is the one we are evaluating. I do not want to continue to train more people on this model when we have perceptions that some of the things for which we have trained are probably not indicated. There is no use perpetuating something that may be changed.

5:30 p.m.

I think there will be changes. I do not want to be too specific, but I think there will be alterations in the length of the program; in the amount of internship we have required; I think some of the technologies we have taught them are going to be changed.

I would suggest that telemetry, which I have pointed out in the central dispatch service, probably will not be indicated. The reason is we are finding it very difficult to use and it does not work most of the time. It is very expensive. However, the College of Physicians and Surgeons of Ontario are the people who will have to agree to that.

Mr. Cooke: You were saying you are looking at next June?

Dr. Psutka: June 1985 is when the evaluation's statistics and data base will be in place.

Mr. Cooke: Then there will be further evaluation after that?

Dr. Psutka: No, then we are going to take the data and come forth with a paper.

Mr. Cooke: We are talking then about 1986 before we start training again?

Dr. Psutka: I would suggest late 1985 or 1986, if the program is authorized.

Mr. Stokes: How do you propose to handle a situation in the north in which you can have an air ambulance available 24 hours a day, but if someone chooses to get hurt or get sick between 8 p.m. and some time in the order of 8 a.m. you would have to provide your own equipment and your own attendants for that ambulance?

Dr. Psutka: In the north we have put in place the helicopters and the dedicated airplanes. They are available 24 hours a day, completely equipped. They are manned for only 10 hours a day, however, with attendants we provide.

Mr. Stokes: How are we going to ensure that whoever the hospital or the doctor designates to accompany that patient is competent to handle the situation and the equipment on board?

Dr. Psutka: Basically, we have provided all the hospitals with a list of equipment. We have also provided them with a list from the Ontario Medical Association, sponsored by the Ontario Hospital Association, outlining how to carry out a safe and effective transfer. Again, the responsibility for a safe and effective transfer still rests with the transferring physician.

Mr. Cooke: I will just go back. Before the program is even expanded—Metro is not even covered—we are talking about 1986. By the time we are talking about the rest of the province we are well into the 1990s.

Dr. Psutka: We could be. I do not really believe the rest of the province is going to have the same kind of paramedic.

You are going to get very confused, because some of the things you perceive as things that paramedics do can be done only in major centres. Some of them probably should not be done elsewhere and other things should be done only in rural areas. I do not know if you want me to take you through a few examples.

Mr. Cooke: What I am trying to get clear is that, from talking to some of the people at Sunnybrook Medical Centre, I had the impression there is no doubt at all that the greatest number of lives could be saved in the emergency care area.

Dr. Psutka: In some parts.

Mr. Cooke: Instead of a lot of investment in some of the very high-tech equipment, there can be significant numbers of lives saved in the emergency care. We are talking about years before we are going to get to the point where the system is expanded to any degree. It seems to me to be an incredibly long process.

Dr. Psutka: It is an incredibly complicated system.

Mr. Cooke: I am not suggesting that it is simple, but in the United States and in other countries it is used much more extensively. We seem to be moving very slowly.

Hon. Mr. Norton: That is one of the things I would hope that perhaps we could try to address briefly; that is, the perception that exists—

Mr. Cooke: I am glad the lights went out when you were talking.

Hon. Mr. Norton: —about what has transpired in the United States by comparison with what current assessment of some of those claims actually reveals. That is what I wanted to see. You seem to have slides for everything.

Dr. Psutka: I am sorry if I look as though I am prepared, but I go around the province and have this dialogue in every city I visit.

Yes, I think paramedics are good but they do not function unless the community has done some planning. Your own community has some work to do.

Mr. Cooke: I am not suggesting it does not, but by the time we get into training and get a commitment from Toronto, it is going to be years.

Dr. Psutka: You can start training, be organized, start it up and have paramedics on the street probably in 10 weeks, once the program is available and the community is ready.

Mr. Cooke: Yes, but we are not even going to be able to talk about it until 1986. There are going to be a lot of people with—

Dr. Psutka: Maybe I could just take you through trauma.

I would agree with you that in trauma there are lives to be saved, a lot of them. They are young lives. I think you would agree with that. You have talked to Dr. Robert McMurtry, who I am sure would have told you that.

Trauma is a problem in Ontario; 4,700 people died from trauma in 1983. If I recall correctly, about 1,100 to 1,200 of those were involved in car accidents. The rest were industrial accidents and home accidents. We do not tend to focus on that, but industrial accidents are probably a bigger killer of people.

Mr. Wildman: There is no question about that.

Dr. Psutka: As I go around Ontario, I get all kinds of people telling me: "We need trauma centres. We need assistance." That is potentially valid.

They keep telling me we need paramedics. I will be blunt with you. These people—by the way, the guy on the left is now very successful. He is now the boyfriend of Pam Ewing on Dallas. If you watch Dallas, you would have noticed that. If you are a paramedic, you can get to be a pretty rich fellow.

Anyway, these fellows had a nine-year run on television. In the first eight years there was never a life lost. That was a conscious decision of the

directors of that program. No one died in the first eight years, so we think they are good. On television they look good.

We have people telling me we have to do citizens' cardiopulmonary resuscitation and give first aid training. Again, they are probably right.

There are people saying we should prevent these accidents, and I will be blunt with you. There is a major payoff in prevention, as you will see in a few minutes.

I just had the opportunity to analyse some inquests. I was asked by the chief coroner of Ontario to come to a convention two weeks ago and talk to him about inquests. These are inquests that pass across my desk at the ministry. In the past three years I analysed 38 trauma deaths. I also looked at 38 cardiac arrests and there were 18 or so other inquests.

Among the trauma deaths I found half were because of car accidents, and for some reason that was a little different than the statistics in the province. There were 14 industrial accidents and seven home accidents.

If you look at the car accidents, and it is important to look at them, it is necessary to ask why people die in trauma. If you are going to have paramedics, then tell me what the paramedics should do if they are going to save these lives.

Five people died from haemorrhage, nine died from head injuries and three suffocated or had respiratory problems. Of these 17 people, 11 would not be salvageable. That was because of the injuries sustained, as determined at autopsy. They had things no one could fix. Of the 17, basically 11 had to be prevented if you were going to save them.

Mr. McGuigan: Even if it happened in front of the hospital?

Dr. Psutka: They would have died even if it had happened in front of the hospital. Their hearts were ruptured, their aortas were torn in half and their brains were smashed. They were horrible deaths. I am not trying to make them sound good. The truth is always in the autopsy room.

Mr. Wildman: There were six that could be saved?

Dr. Psutka: In that grouping, six of the 17 could have been saved.

I have more data for you which I think you will find interesting. We had all these recommendations the coroners thought would help these people: paramedics, 911, better dispatching—you can see they thought the central ambulance

dispatch service is important—better ambulance response.

They thought they should start an intravenous drip and do CPR—things paramedics should do if they are there. The problem was that two or three of those people exsanguinated in 10 minutes.

For example, there was an inquest in Hearst, where a piece of wood had flown out of a machine and taken a man's arm off. According to the inquest report I read, the man ran 300 feet, collapsed on the floor and exsanguinated before he got to the hospital. Nobody could fix that. That has to be prevented. You could not even start an intravenous that could maintain the person's blood; how fast he is bleeding compared to how much you can pour in is important.

Industrial trauma was the same thing, except there were more people bleeding to death in industrial trauma. When you get caught in the garbage compactor, run over by a Towmotor or fall under 2,000 pounds of steel, you have problems. These people basically haemorrhaged to death very quickly right in the factory. We do not even get the ambulance there on time. They have head injuries and they have trouble breathing also.

In this slide eight of these 14 were nonsalvageable. I can say that with some expertise. The injuries as outlined were completely nonrepairable. You cannot put Humpty-Dumpty back together in that case.

5:40 p.m.

Again, what they said here was that it seemed the gorier the accident, the more interest in paramedics. The interesting thing is, in almost all of those cases, the paramedics would not have got there fast enough.

You have to remember that starting an intravenous at the scene takes some time. If someone is bleeding that heavily, it may not be indicated. I will show you some other slides in a minute.

Again, prevention is very strong. Home deaths: in this case, more people had head injuries. These were mainly, to be honest with you, people who were intoxicated, fell on their heads and had severe head injuries and died. Almost all of these people were drunk. Five of the seven were nonsalvageable.

Again, the recommendations here are for paramedics and for other things and the story goes on.

In summary, 18 of the 38 haemorrhaged to death, 16 had head injuries and four had trouble breathing. So we have to know where the

neurosurgeons are and we have to do something about people who bleed.

As you can see, there is a call for paramedics. There is a call for all kinds of things, including prevention, trauma teams, whatever.

That was a very small sampling of 38 people. I said that is not statistically valid and I am not going to make decisions based upon that. These are very skewed statistics that crossed my desk.

Mr. Wildman: Is it not the case that less than 50 per cent of the industrial deaths have inquests?

Dr. Psutka: If I am not mistaken, a bill has just been passed that said—I read it in the paper—all industrial deaths will now have inquests.

Mr. Wildman: I wish that were the case. Unfortunately, it is not.

Dr. Psutka: I read it in the Toronto Star; I may be misquoting.

Mr. Wildman: What you read was me asking the Solicitor General (Mr. G. W. Taylor) to do that and him saying he is not sure it is necessary.

Dr. Psutka: Whatever; I thought they were going to have them.

I found some interesting numbers from a Dr. Boda, who is now the chief of emergency at Sudbury General Hospital of the Immaculate Heart of Mary and the base hospital director, because that is the base hospital up there. He just moved to Sudbury and he actually came across some excellent information.

He found that almost all of the trauma deaths in Sudbury basin in the last 10 years have had autopsies.

Mr. Wildman: That is partly because mining deaths have automatic inquests.

Dr. Psutka: There were 339 people in 10 years, of which 279 died at the scene.

Mr. Wildman: Motor vehicle accidents; they are used to them.

Dr. Psutka: This means we have the problem of getting to the people at the scene. Eleven died in the emergency room and 49 died in the hospital.

When Dr. Boda looked at them he said, "Could they have been salvaged?" He found that about 150 of the 300-odd were not salvageable. Those were the ones dead at the scene.

If you go back, we are talking 279 deaths at the scene and he found 150 of those were non-salvageable. So there were approximately 130 people who may have had a chance with proper care, whatever that is. We will talk about that.

On the other hand, I went to American literature, as you said, and there are all kinds of numbers if you go digging around. In San Francisco they have an excellent trauma system, probably the world's best trauma centre. They have similar numbers of deaths; people die there too. They also die for the same reasons; head injuries, bleeding and suffocation.

Of interest is that head injuries are a little more prevalent in that area; haemorrhage, breathing trouble, whatever. Their time and their numbers, however, again illustrate that many people die at the scene. They die from bleeding, they die from respiratory problems and they die from head injuries.

Thirty-two died in the emergency room by bleeding to death. We find that is not unusual in the province; people still bleed to death in emergency rooms. People continue to die within the next 24 hours, and a few more die, taking many more days.

It points out that there is a definite plottable time of death, as it were. This is taken from Dr. Trunkey, who is recognized as the world leader in trauma care. Dr. Trunkey said 50 per cent of deaths in his survey were not salvageable. If they were injured in front of Trunkey's hospital, the best hospital in North America, they would not have made it.

That means we have to spend a lot of time trying to prevent those deaths. Otherwise we will never be able to impact on them.

On the other hand, if you look at the next curve, the red curve, you will see a certain number of people die in the first one or two hours. That is very important in the remote parts of the province, because we never get to them. As shown in Sudbury, we never even get them to the hospital; they bleed to death on the road. We cannot get to them fast enough, we cannot get the system to react. Their fellow workers or family do not even get to the telephone for 60 or 70 minutes sometimes, as far as that goes.

We did a study in the ministry which is very soft. We found in one year, 1980-81, only 209 people died in hospital, the rest died at the scene. Again, this indicates that we are concerned about getting people to the hospital. You can have a trauma centre, but if you are not going to get them there, you are not going to do very much.

Prevention of 50 per cent of the deaths is extremely important. We must spend more time on prevention, both at home and in industry. The most important determinant of survival in trauma, after prevention, is getting the people to

the hospital, and you must get them there quickly.

When you watch MASH on television, everyone is talking about getting casualties into the emergency room. In the real MASH units, they did not admit them to the emergency room, they admitted them to the operating room. The American army has shown, over many wars, that the faster they move their soldiers to an operating room, to a surgeon, the better their mortality statistics.

During the Falklands crisis, the British army was able to get down the mortality rate of soldiers who survived the trip to the hospital to one per cent. They were able to get them there in under 60 minutes because they had a hospital ship. There was no choice of hospitals, and no turf protection, just the one ship. There was only one surgical team available and they were able to do the job.

In Ontario we still have a long way to go. If you look at the second number there, when we did a survey of hospitals a year ago, only 25 of 200 hospitals had bothered to put together a trauma resuscitation team. This is not a trauma centre, this is just a trauma resuscitation team.

It is up to the hospitals and the doctors and the nurses to come to grips with that. I think this is a problem of recognition. People have ignored the facts and as a result it is not being done.

What do you do in pre-hospital care? We know that 1,200 car accident victims, or more, die every year before they get to the hospital. How do we work on them out there? First, let us go back.

The basic stuff is being done now by ambulance attendants. What about paramedics? They do the stuff on the bottom and paramedics are supposed to make everybody live longer.

Let me tell you what we have found—and it is too bad the member is not here to hear this—what we have is a lot of people pushing paramedics when we have not demonstrated their effectiveness or clinical value; we have not done cost-benefit analysis and we have not documented any complication rates.

Paramedics do work with heart attack victims and people presume, therefore, that you can start to do things with paramedics to impact on trauma. What we have found is that some of this is true and some of it is not.

For example, starting intravenouses: if I told you that 50 per cent of the people bleed to death, we have then to start thinking about how fast they are bleeding and whether a paramedic can start enough intravenouses to keep up with the

bleeding that is taking place over a period of time.

If someone is bleeding like the man in Hearst, who bleeds out his total blood volume in 10 minutes, I cannot start IVs that fast, I cannot get blood into the patient; he has had it. I am sorry, but there is nothing I can do for him. On the other hand, if he is bleeding a little slower, then maybe an IV pays off.

Whether or not to start an IV (intravenous) in trauma depends on where the patient is and how fast he or she is bleeding. In Hamilton and Toronto right now, a conscious decision has been made to start intravenouses in trauma only if it can be done in the ambulance on the way to the hospital, or if the patient is trapped and cannot be moved. There was a picture in the Hamilton Spectator on Saturday showing exactly that, a man caught under a truck for two hours and the paramedics starting IVs. It paid off.

In the country on the other hand, when you are more than 20 or 30 minutes from a hospital, yes, ambulance attendants should start IVs. We have to make that happen. But, as you have already alluded to, often in the country I have the weakest members—if you want to use that word—of the system. The volunteers and the first responders who are working their hearts out to be good basic attendants now have to be brought up to IV status and that is not going to be easily achieved at this point in time.

MAST pants (medical anti-shock trousers) are an innovation which everyone talks about. The people who sell them say they are the best things since sliced bread, but when you go to the medical literature they are controversial. There is no scientific study, at this moment in time, to substantiate that these things work. Basically, we do not even know how they work, but everybody wants them. I can show you the articles where I took these things from; I did not make them up. We are still trying to find out if they work or not.

5:50 p.m.

As far as head injuries are concerned—for instance, a brain after a clot has been removed—what do we do? We think paramedics should be able to intubate. Many people suffocate; they choke on their own vomit, so I think paramedics should intubate. That is definitely something we want to train them for.

They should give oxygen. They do not necessarily have to do the rest of the stuff. For respiratory problems and again, in trauma cases, they must be able to intubate.

We are now starting to define what paramedics should do. What I am trying to tell you is that

although I would like to jump out there and start to train paramedics all over the place, I think you and I and everyone in this room want a paramedics program that is appropriate, based upon the data and scientific knowledge we have right now.

I think the base hospitals and the educational people have been learning about paramedic programs as we go. We have been doing a lot of research. I think what we are going to come up with in about another year is a product we can be proud of and can train without any problems for the next 10 or 15 years.

Mr. Stokes: For an expert, you sure have a lot of questions. I think you are doing a hell of a job, but I am surprised to hear you have so many questions.

Dr. Psutka: What I am telling you is that in emergency health services you have to be very careful. There are a lot of smoke and mirrors in emergency health services.

Across the border, the American system is an entrepreneurial medical health care delivery system. I have something I use; I just say—if I am a doctor in a hospital in the States and I put in place people who bring patients to my hospital, patients who normally would have died at home and now die in a hospital, I make money, so they are good things.

I am saying that is not a good enough reason to put them on the street. We have to look at why people die, and how we can impact on that.

With respect to heart attacks, we have now determined that you must get a defibrillator, which is an electrical device, to the patient in under six minutes, if you want to have the same numbers Seattle has.

Seattle has excellent numbers in saving salvageable patients, for many reasons. One of them is that they have an excellent fire service. They have 34 fire halls in a town area that is only 16 miles by six miles. They have an excellent road system. They get a paramedic to your house in under five minutes. They get the defibrillator to you in under five minutes and therefore they have good results.

There is no community in Ontario with that kind of coverage. We are going to have problems in duplicating Seattle's numbers.

Mr. Chairman: Thank you. Can we have the lights, please?

Mr. Sweeney: I hope I live long enough to see the system work.

Dr. Psutka: I think it is coming. I was very pleased with the results in Kitchener. The heart

foundation people there are doing an excellent job. What they are trying to do is educate about one in five of the people in Kitchener to some degree of HeartSave.

The biggest problem in heart attacks, by the way, is that the majority of people deny the fact they are having one. I went to two inquests last year and the person in Kingston knew a year prior to his death that he was having chest pain. That came out in testimony at the inquest. His wife stated he had told his father that, when lifting a table one day, he had had horrible chest pain, but he did not go to anybody. He just ignored it; he called it indigestion.

On the day of his death, he woke up, told his wife there was an elephant sitting on his chest and that he was short of breath; he was sweating and could not breathe. He went to his family doctor and had a cardiograph done. He was told it was tension, and to go back to work. He went back to work, had more chest pain and collapsed on the floor.

I was called to the inquest because the ambulance arrived there and did not bring a defibrillator. There is a point to that; there is no denying that. On the other hand, he had well over a year to have his heart checked.

In another case in Ottawa, the same thing occurred: six months of physician and patient denial that there was heart disease, then we have to come running in the door within four minutes. I just do not know in the long run what the payoff is.

Mr. Chairman: Are you through now, Jim?

Mr. McGuigan: Yes.

Mr. Chairman: And you, John?

Mr. Sweeney: I was only suggesting that it seems like a good system.

Mr. Chairman: Mr. Wildman, did you have a question, or are you pretty well finished?

Mr. Wildman: In regard to the use of ambulance and the training of not only ambulance personnel but also hospital personnel, there was a case recently in my area in which an individual apparently was having a heart attack and was driven in a pickup truck to a small community hospital, the closest hospital, by his son or son-in-law. He arrived at that hospital and was informed that they did not have the personnel to deal with him and was told that he should go to Sault Ste. Marie, which is 50 miles away.

In my view, that patient should have been transported to Sault Ste. Marie by ambulance.

Dr. Psutka: Was there an ambulance in that community?

Mr. Wildman: Yes, there was.

Dr. Psutka: Was it called? That is the question, I guess.

Mr. Wildman: That is exactly the point I am raising. The patient was returned to the pickup truck and driven to Sault Ste. Marie by his son or son-in-law—I cannot remember the relationship—and, thankfully for everyone concerned, he survived.

The question, though, is what kind of training is being provided so that hospital personnel will not take this kind of action? To me, as a layman, it would seem just lucky that this patient came out of it the way he did.

Dr. Psutka: I do not know how you train people to have common sense. I guess that is what it comes down to.

I have other slides here. In fact, these are the other inquests such as yours and, if you notice, there were six of the eight in which common sense was a recommendation.

I would suggest that in the system we are developing, with the planning that is going on, the community committees and their area-wide committees are going to start to do peer review. When they start to do peer review, these kinds of things will come forth and then we can start to put some pressure on for improvement.

Other than that, unless you tell me about these incidents, I do not even know they take place. In other words, that the ambulance did not get called.

Mr. Wildman: No, obviously. I have asked the patient's family to provide me with the details in writing and when I get them I will raise it.

The other concern I have is what happens when you have small community hospitals which obviously have limited personnel and equipment and where the medical staff have decided, as a result of the limited case load or whatever, that they are not going to provide a particular kind of service.

Dr. Psutka: Such as the Niagara-on-the-Lake hospital, which does not want to take acute trauma.

Mr. Wildman: Yes. I looked at the map when you showed the Niagara district. In our part of the province, when one hospital decides they cannot or should not provide a particular kind of service, then you are talking about travelling at least 60 or 70 miles to get to the next one.

Dr. Psutka: Are you talking specifically about emergencies in this case?

Mr. Wildman: No. What I am saying is that I would hope—well, who knows, but I would hope

that in a case such as I am describing, where you have hospitals this distance apart, you would not have hospitals refusing emergency services if they could in any way provide them.

But I am talking about regular services. For instance, in one community in my area that Dr. Copeman is aware of, the medical staff has decided that, because they do not get enough obstetric cases, it would be better if they did not provide that kind of service, except on an emergency basis.

My question is, how do you determine what is an emergency obstetric case, unless the labour has already commenced to the point where it looks as if the birth is imminent? In this kind of situation, how does the ambulance driver decide whether he should try to go to St. Joseph's General Hospital in Blind River as opposed to St. Joseph General Hospital in Elliot Lake, or to Sudbury, or Sault Ste. Marie?

Dr. Psutka: It is a good question. I can suggest to you two things. One is that emergency health services has assumed the responsibility for about seven key areas that have to be planned for in the province. Trauma is one, head injuries are another; others are neonatology, paranatology and high-risk pregnancies. What we are saying, and what we are doing, is putting out the guidelines for planning for exactly that.

Each of the areas—for example, your area—has to do an inventory of its resources, but that inventory has to be made known to the central dispatchers, to the people who are responsible for the system, to the base hospital physicians. In the future, when there are base hospital physicians in your area and they assume the responsibility, they can help that ambulance attendant make that decision.

6 p.m.

What I really would not want is for him to make that decision right now. If he is the only health care worker there, he may have to make that decision, but, again, considering the level of education, they should have backup and we are working in that direction. I think by doing that kind of planning and addressing the kinds of issues you just brought up, the system in the future will be able to respond to them.

Right now what you have is a system sometimes of ad hocery. In other words, prior to EHS coming on the scene, as far as emergency departments and all that are concerned, there was no regional planning. Every hospital did unto itself what it felt it should do, without any concern regarding other people on the same street or in the same district. I would suggest those days

are long gone and we hope there will be a definite change.

Mr. Wildman: One brief comment to the minister. I understand that Dr. Copeman, whom I see back there, is travelling to Blind River some time this week to meet with the municipal officials who have expressed concern about the decision of the medical staff to discontinue providing nonemergent natal care.

I wonder what the position of the ministry is with regard to an issue like this, where doctors claim that, because of an inadequate number of cases, they may not be getting enough practice to ensure they are as adept at the particular operation as they would wish to be. They decide therefore not to provide the service. It would seem to me, in an ironic way, that if they do get an emergency case, they are even more out of practice.

Hon. Mr. Norton: As a layman, I am obviously not in a position to respond to that.

Dr. Psutka: In such cases, yes, it is very difficult sometimes to keep one's skills up.

We are encouraging physicians to take advanced trauma life support. That is being done at this time. About eight per cent of all the doctors in Ontario who work in emergency rooms have taken the course. It has only been on the market about a year and a half. About 70 per cent of physicians have taken advanced cardiac life support; therefore, they have that skill.

The colleges are encouraging that. The College of Physicians and Surgeons of Ontario is responsible for medical practice. The other colleges—the College of Family Physicians of Canada—encourage their members to take various courses. They have set some standards now.

Many hospitals in many regions are starting to determine that if you want to work in the emergency room you have to maintain certain skills.

Inasmuch as we are just stumbling onto the whole impact of telemedicine, I think those skills will have to be addressed down the road. Continuing education is really where the payoff is going to be. We have to bring the educational material to the people and that can be done with telemedicine.

Mr. Wildman: Finally, in response to that, I hope the ministry and Dr. Copeman specifically will be able to have something hopeful to provide to the municipality of Blind River this week.

Mr. Chairman: Do you have a short question, Mr. Treleaven?

Mr. Treleaven: Yes, thank you. Either to the minister or through the minister to the witness—

Hon. Mr. Norton: Stay on the stand, witness.

Mr. Treleaven: With regard to ambulance dispatch, who is responsible for deciding whether patients with communicable diseases are transported from the hospital with noncommunicable-disease patients?

Dr. Psutka: The question there is does the dispatcher know, and I am sure you have an example. Every ambulance crew in Ontario has a protocol to follow for communicable transfers. We would suggest that it is not appropriate to move one person who has a communicable disease, if it is known, with another who has not.

If that has taken place, there must have been a reason which I would like to explore. Every ambulance has equipment on board to do this kind of transfer. In fact if there are exceptionally severe communicable diseases, there are protocols, which have been developed with the people in Ottawa and the people at the Toronto General Hospital, to move them within isolation containers.

Mr. Treleaven: The decision is then up to the ambulance driver or attendant rather than the hospital staff?

Dr. Psutka: It is nice to think you can always pass it back to dispatch, but I would hope there was a physician involved and that the physician had taken the time to think about the transfer.

One of the things we are encouraging across Ontario is that communities and regions take a hard look at transfers. Transfers have to be pre-planned and thought out. If it was an emergency, then maybe it was the appropriate thing to do.

Mr. Treleaven: No, there was no emergency.

Dr. Psutka: If it was not an emergency, then obviously someone had not bothered to think it through.

Hon. Mr. Norton: Was this an interhospital—

Mr. Treleaven: Yes, from a larger hospital to a home institution, if I can call it that.

Dr. Psutka: I would really like the specifics, so I could send you a full report. The point is, it should not take place unless there is a specific reason. If so, attention should be paid to preventing infection.

Mr. Chairman: Thank you very much, Dr. Psutka, for your presentation and remarks. Thank you, Minister. These estimates will resume on Wednesday at 2 p.m.

The committee adjourned at 6:06 p.m.

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Monday, November 5, 1984

Adjournment S-131

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Witnesses:

- From Chedoke McMaster Hospitals:
- DeMaio, F., Applications Specialist, Computer Services
- Zingaro, A., Group Leader, Computer Services







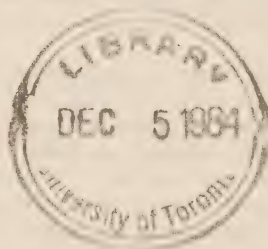
No. S-6

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Health



Fourth Session, 32nd Parliament
Wednesday, November 7, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, November 7, 1984

The committee met at 2 p.m. in room 151.

ESTIMATES, MINISTRY OF HEALTH (continued)

On vote 3401, ministry administration program; item 1, main office:

The Vice-Chairman: We have a very small matter we would like to discuss. According to the notes for the meeting of Wednesday, November 7, apparently we have agreed—at least, I might check it with Mr. Sweeney—to adjourn at five o'clock today and finish the Ministry of Health estimates, which will be one and three quarter hours at that time, on Tuesday, November 13.

Mr. Cooke: Do you want to come back here next week for 45 minutes?

The Vice-Chairman: Just let me get to the second part of the memo, if I may.

Regarding the second part of the memo, is it agreed that the Ministry of Citizenship and Culture estimates, which are five hours, be concluded on Wednesday, November 14, by meeting at one o'clock instead of two o'clock? In other words, that is a long day, a 1 p.m. to 6 p.m. effort.

Mr. McClellan: I will doublecheck with our critic, who is not here.

The Vice-Chairman: We are agreed on part one, dealing with the Ministry of Health estimates, and we will hear back from the NDP critic re the second part.

Mr. Robinson: The Governor General is here that day, by the way.

The Vice-Chairman: Our Governor General?

Mr. Robinson: Some of the members may want to see her while she is here making her first official state visit.

Mr. Sweeney: Next Wednesday? I was not aware of that.

The Vice-Chairman: Did you hear that, Mr. McClellan? Apparently the Governor General will be in town; I am not too sure what is going to be involved.

Mr. Robinson: She will be making her first official visit here to the Legislative Assembly of Ontario over the noon hour next Wednesday.

Mr. Cooke: She is coming to estimates?

Mr. McClellan: I doubt it.

Mr. Sweeney: Why do we not agree tentatively, and if we cannot make it, we will have to—

The Vice-Chairman: We are going to hear from the NDP critic, and we are going to hear about the schedule of the Governor General and then we will make a decision.

Mr. Sweeney: Tentatively, it is okay with us.

The Vice-Chairman: We might not even have the estimates involved. Mr. O'Neil, did you want to say something ahead of time, or do you just want to be first on the list?

Mr. O'Neil: I just want to be first on the list.

The Vice-Chairman: I have Mr. McClellan first on the list.

Hon. Mr. Norton: Nothing like going to the head of the line.

The Vice-Chairman: Let us open up today's proceedings with Mr. McClellan.

Mr. McClellan: I will not be lengthy, but I had two issues that I wanted to raise with the minister. I understand you are allowing some latitude on moving around from topic to topic because of the compressed hours of the estimates.

This may seem strange, but I want to raise a concern about Bill 77, An Act respecting the Protection and Well-being of Children and their Families, which the committee completed reviewing clause by clause two weeks ago.

I raise it because of the involvement of the Ministry of Health in the provision of medical services and also because the Minister of Community and Social Services has placed a statutory ban on extraordinary procedures under the intrusive procedures section of Bill 77. There are four extraordinary procedures that are listed: nontherapeutic medical or chemical experimentation; psychosurgery; nontherapeutic sterilization; and electroconvulsive therapy.

2:10 p.m.

The ban states simply, "No procedure referred to in subsection 1"—which lists those four procedures—"shall be carried out in premises where an approved service or a service purchased by an approved agency is provided." In other words, none of these can be carried out within facilities that are under the jurisdiction of the

Ministry of Community and Social Services. Presumably this means and includes schedule 1 and schedule 2 facilities.

The act sets out a method for what appears to be authorization of these extraordinary procedures, on referral to a review team which will assess the proposed intrusive procedure and make a recommendation. My question is, what happens then? No one was able to answer, what is in place within Ministry of Health facilities with respect to the administration of these four procedures on children?

I would like to have some sense from the ministry as to what kinds of—

Hon. Mr. Norton: What were the four procedures? Was there psychosurgery?

Mr. McClellan: Yes.

Hon. Mr. Norton: Electroconvulsive therapy?

Mr. McClellan: ECT, nontherapeutic sterilization and something called “nontherapeutic medical or chemical experimentation.” We are not quite sure what that means. Let us set that aside for the moment and deal with the other three.

I am just guessing, but I presume that the administration of ECT would be governed by provisions of the Mental Health Act and that there are ways and means for somebody to object on behalf of the child.

The Vice-Chairman: Do you want the minister to answer as you go?

Mr. McClellan: Yes. That is the first point I would like him to deal with.

Hon. Mr. Norton: If I am not mistaken, psychosurgery is banned in any event.

Mr. McClellan: Is it?

Hon. Mr. Norton: Yes, I believe so. Do you not recall the case before the court, with the Honourable Madam Justice Van Camp, which was based upon trying to get her to determine that electroconvulsive therapy was in fact psychosurgery and therefore could not be administered?

Mr. McClellan: To a child?

Hon. Mr. Norton: No; well, to anyone. It happened in that case to be an adult. I do not think psychosurgery is a problem.

Mr. McClellan: Good.

Hon. Mr. Norton: I am not sure what the situation is with respect to nontherapeutic abortion—

Mr. McClellan: Nontherapeutic sterilization.

Hon. Mr. Norton: As you know, we have ECT under review at the moment. I expect to

have a report either by the end of the year or very early in the next year, and we will act on the basis of the recommendations we will have received.

Mr. McClellan: What is the current status of ECTs with respect to children during this time when it is being studied? Are ECTs being administered to children?

Hon. Mr. Norton: I will check to make certain, but I am quite sure that at this stage there are not many being performed on children. With respect to children, it would be our intention that either only one act would apply to all the facilities or, if it is necessary, to have more than one act even if they are identical in regard to the application.

Mr. McClellan: Going back to nontherapeutic sterilization again, you were not sure of the current status. There was a ban in effect, which was instituted by your predecessor.

Hon. Mr. Norton: That was in effect when he was the minister.

Mr. Sweeney: There is an automatic ban for anyone under 16, unless you get medical approval or something.

Mr. McClellan: Is that still in effect?

Hon. Mr. Norton: I think so.

Mr. McClellan: Could I ask the ministry if they could perhaps prepare us a short summary of the status of each of the procedures set out in Bill 77, as it relates to children, and secondly, a brief summary, I suppose, of the due process that is involved in the administration of these procedures?

We are happy with what has happened in Bill 77, with the statutory ban and the transfer of jurisdiction to the Ministry of Health, but I would like to be sure I understand exactly what the procedures are within the Ministry of Health, to set my mind at ease and to allay some of the concerns that people in the service community still have with respect to these issues.

One other issue I wanted—

Mr. Wrye: Ross, just before you leave that, can I ask, in terms of the overall review, about the due process. Within the legislation now before the House there is—and I know it is outside your ministry—a review process which I presume, and I am not certain, contemplates those children being removed from the Ministry of Community and Social Services and put into the Ministry of Health facilities.

I know you have to get this from the Ministry of Community and Social Services people but it would be useful if you could give us the overall due process, and explain whether they

would be first to review it at the Ministry of Community and Social Services level and then what processes would kick in at your level.

One thing we would be concerned about is to ensure that the reviews be as extensive as possible and we would like to be assured that they are.

Mr. McClellan: I would even be interested in the question of who would pay. I am sure you would be, too. Not that you make policy decisions on the basis of those kinds of considerations.

The second issue I want to raise is, whatever happened to the recommendations of the Reva Gerstein report?

The Vice-Chairman: Have you dealt with that already?

Hon. Mr. Norton: No, not in committee, if that is what you mean.

Mr. McClellan: I believe it was greeted by loud hosannas by the government. There is even a copy of a letter from Premier Davis in the frontispiece that says hallelujah, what a wonderful report this is, and we are going to give you all the money that you need—I am paraphrasing.

The Vice-Chairman: Nice powder blue cover.

Mr. McClellan: That was in January 1984, on the recommendation for the contract—what did they call it again? Hold on.

The Vice-Chairman: That flipping you hear is the honourable member leafing through the Gerstein report.

Mr. McClellan: The contract after-care project. I understand that the ministry had made a commitment to fund that which has not been honoured. Could you give us a status report?

Hon. Mr. Norton: I think that is not quite a correct interpretation. The matter was being dealt with by an interministerial committee because of the range of recommendations in the Gerstein report. That included some four or five ministries altogether, I believe, of which we were one.

It was coordinated under the Provincial Secretariat for Social Development.

Mr. McClellan: Oh, that is the problem.

Hon. Mr. Norton: I believe a letter has now gone from the Premier to Mayor Eggleton.

Mr. McClellan: Dated?

Hon. Mr. Norton: I am not sure. At least within the last week or so.

Interjection: Twenty-four hours?

The Vice-Chairman: A back-dated letter.

Hon. Mr. Norton: It recommends that a meeting be set up involving the mayor and myself and Mr. Drea to look further at the implementation.

Mr. McClellan: Thank you. Is there money in your estimates book for this project?

Hon. Mr. Norton: Not specifically, no.

Mr. McClellan: What were the commitments that have been made so far? What commitments have been made in dollar terms so far? Any?

Hon. Mr. Norton: To the best of my knowledge, there have been no firm commitments with respect to dollar expenditures. This has left the matter of implementation involved, and that will be dealt with presumably during the meeting with Mayor Eggleton. I am not sure if a date has been established for that meeting at this point or not.

Mr. McClellan: What is the point of having a meeting with the mayor and all of your ministerial confreres, if you guys have not decided how much money you are going to allocate and whose budget account it is going to come out of?

2:20 p.m.

Hon. Mr. Norton: That will be dealt with in a meeting with the mayor. I am not going to discuss here, prior to the meeting with the mayor, the details that are going to be discussed at the meeting.

Mr. McClellan: But can you share with us whether or not moneys have been allocated? You do not have to give me precise details if you are not able to do that, but can you give us some assurance that in the 1984-85 budget there will be funds committed to this project?

Hon. Mr. Norton: There are no earmarked funds in the budget.

Mr. McClellan: It should be a short meeting with the mayor, should it not?

Hon. Mr. Norton: That does not mean commitments will not be made.

Mr. McClellan: Can we have some—

Interjection: For this year?

Mr. McClellan: Are you aware that your procrastination—and there is no other way to describe it—has held up implementation?

Hon. Mr. Norton: There has been no procrastination.

The Vice-Chairman: Let us get some questions and answers.

Hon. Mr. Norton: You are just jumping on the—

Mr. Foulds: Delay.

Hon. Mr. Norton: —comments of one alderman in Toronto. We have had a—

Mr. McClellan: With respect it was really—

Hon. Mr. Norton: The chairman of the interministerial committee was working with the implementation committee that had been set up by Mayor Eggleton as well. It was not that there was any enormous gap in communication or delay that I am aware of. Alderman Reville—I do not know how to pronounce it—is the only one I am aware of who has perceived some great gap in communication.

Mr. McClellan: You have not read the comments of Dr. Gerstein.

Hon. Mr. Norton: No, not recently.

Mr. McClellan: She was harsh, I would say even scathing.

Hon. Mr. Norton: She is not communicating very well then, because she has not spoken to me about it, not recently.

Mr. McClellan: I guess we will just have to watch this little drama unfold. I hope the meeting takes place quickly.

If you think it is simply some pique on the part of a particular alderman, I can assure you that you are misreading the situation. You should pay a little bit more attention to it. My understanding is that the delay has resulted in a major problem.

Hon. Mr. Norton: I have already indicated that a meeting is being set up with the mayor on this very subject, so it is not that we are not paying any attention to it. In spite of the fact that may be the interpretation you would like to place on it, that is not so, and it has not been so either throughout the whole process.

Mr. McClellan: We hope this will be sorted out.

Can I ask one more question? This is will be my last; one more issue area and then I will yield. It has to do with an area that will be familiar to the minister because I raised it with him many times when he was Minister of Community and Social Services and have tried to pursue it.

Hon. Mr. Norton: These are Ministry of Community and Social Services estimates we are doing?

Mr. McClellan: No, we are talking about homes for special care and nursing homes and what is happening or not happening to the 2,500 developmentally handicapped people who are still left behind in homes for special care and nursing homes. I will deal with the Prime Minister's project with the Minister of Commu-

nity and Social Services (Mr. Drea), since that is the lead ministry.

Why is it that four years after the triministry project was announced in 1980, virtually no progress has been made towards solving the jurisdictional problems? One of the things that was supposed to happen was a major rescue operation. However, that was to be accomplished to get, particularly the children but as many of the group of 2,900, as there were in 1980, out of homes for special care and nursing homes and into proper placements.

I understand that the jurisdictional transfer is at an impasse, that the Ministry of Community and Social Services will not take them without taking budget and you will not give them up, if you have to give up budget—if that a fair way of describing where things are at.

If it is not, perhaps Dr. Sethi or yourself could let us know why it is that four years later we still have, apparently, no real progress in resolving this jurisdictional impasse which results still in a first-class system for people in the Ministry of Community and Social Services, and in a second-, third-, fourth- and fifth-class service for those who have been abandoned under the jurisdiction of the Ministry of Health.

Hon. Mr. Norton: There is certainly no reluctance on my part with regard to transfer of dollars, if that is necessary, with the individuals. I cannot tell you exactly what stage it is at. It is unfair to say there has been no progress. I am not sure who is most knowledgeable on the progress of this at the moment. Deputy, do you know?

No one seems to be aware of any particular jurisdictional hangup, as you describe it. I can only undertake to get back to you on the specific questions you may wish to address. I am not aware of any particular hangup at the moment.

Mr. McClellan: I do not have my entire file here, but everybody knows there are several homes for special care in which the entire population is made up of developmentally handicapped people. Why are they still under the jurisdiction of the Ministry of Health?

Hon. Mr. Norton: I think at the outset it was known that the transition was not going to be completed in a very short period. There were certain initial situations that were addressed as being more serious.

Mr. McClellan: It is 10 years now.

Hon. Mr. Norton: It is not 10 years. Come on now.

Mr. McClellan: Since 1974; since the initial jurisdictional split.

Hon. Mr. Norton: No, not since this particular—

Mr. McClellan: That is what we are talking about.

Hon. Mr. Norton: Yes, but you were also talking about the triministry project.

Mr. McClellan: That has been four years.

Hon. Mr. Norton: Yes, that was initiated when I was in the Ministry of Community and Social Services.

Mr. McClellan: Yes.

Hon. Mr. Norton: Progress has been made under that.

Mr. McClellan: What progress? It took you a year and a half to rescue the people in one place, the Ark Eden Nursing Home. I am not aware of any major rescue operations for people in other homes.

Hon. Mr. Norton: That is one example of how the project worked and worked effectively. It took some time to get group homes in place. We cannot do that overnight, as you are well aware I should think, realistically.

There were group homes put in place in a variety of communities in central Ontario—

Mr. McClellan: Only after Ark Eden was shut down.

Hon. Mr. Norton: —in order to be able to move those residents out into a community setting. Rather than citing that as a failure, you ought to be hailing it as a success.

Mr. McClellan: You cannot be serious. The only reason that happened was there was a public scandal about the atrocious conditions in the Ark Eden Nursing Home and the minister himself said conditions were so appalling that he intended to revoke the licence. When that happened—after an inquest, I remind you—the ministry undertook a rescue operation which took a year and a half.

That is one nursing home in which action was accomplished after an inquest, a major revelation of the records in the nursing home inspection branch of your ministry, and a systematic coverup of violations within the Ark Eden Nursing Home going back over a long period. That is a matter of public record, sir, so do not try to tell me that the Ark Eden Nursing Home—

Hon. Mr. Norton: That is an hysterical distortion—

Mr. McClellan: —is an example of the success on the tri-ministry part, because that is an insult to my intelligence.

The Vice-Chairman: Now, now, let us get the questions—

Hon. Mr. Norton: That is an hysterical distortion.

The Vice-Chairman: Let us move on, unless you have another question.

Mr. Foulds: A year and a half to deal with one nursing home?

Hon. Mr. Norton: The only time limitations resulted from the lack of time to get the group homes established.

The Vice-Chairman: Mr. McGuigan, I recognize you. Mr. McGuigan has the floor.

Mr. McClellan: If the best answer you can give is a personal insult, that is not a reflection on me, sir.

Hon. Mr. Norton: If you would discuss it rationally, as opposed to getting hysterical about it, then we can discuss it rationally.

The Vice-Chairman: Minister, I have recognized Mr. McGuigan.

Mr. McClellan: How am I supposed to discuss—

The Vice-Chairman: You are out of order, Mr. McClellan.

Mr. McClellan: Am I being cut off?

The Vice-Chairman: Yes.

Mr. McClellan: Thank you.

The Vice-Chairman: Mr. McGuigan.

Mr. McGuigan: Mr. Chairman, I want to talk about a problem that has been going on in my riding for some years now. I want to give you a bit of a background from my file.

Mr. McClellan: That kind of smug arrogance—

The Vice-Chairman: Let us get back to Mr. McGuigan. He did not interrupt you. Let us go.

Mr. Foulds: You did not cut him off.

The Vice-Chairman: Mr. Foulds, we really do not need that.

Mr. Foulds: It is accurate. Your ministry does not need it. That is what you are doing. You want to protect the ministry. My colleague had a very valid point that was supposed to be up for discussion in the estimates and you simply do not allow it.

The Vice-Chairman: Mr. McGuigan, please continue.

Mr. McGuigan: I am not going to fight with the other members.

The Vice-Chairman: I am not going to fight with them either. I will just throw the committee out.

Mr. McClellan: I do not want to interrupt Mr. McGuigan. I mean no disrespect to Mr. McGuigan.

2:30 p.m.

Mr. McGuigan: Barnwell Nursing Home was one of these nursing homes that was in a big, old home, as a lot of them were in the beginning, and it had 37 beds. This is a community of about 3,500 to 4,000 people. It was sold to Don Stevens of Extendicare and the beds were moved to Chatham in 1982. The result is there are no beds in east Kent. In that same period between 1977 and 1982, two other small nursing homes, one in Dresden and one in Thamesville, also lost their beds to Chatham.

The reasons given at the time were plausible. There were higher standards they could not meet in these older homes. The economic rule that seemed to prevail was that you had to have 60 beds to get economies of scale to make them profitable under the payment system. The only place you could really do that would be in a larger centre. The result of it is that now in east Kent—I shall come to some of these figures a little later on—there are more than 2,000 people over 65 years of age, but there are no beds.

Just to go over how this happened, the district health council was used by the former minister. The minister, through his director of nursing homes, told me the move had been approved by the district health council. Mr. Peter Dean, head of the council, told me the council approved because it was told by the ministry that if it did not, the licence would be withdrawn and the beds would be lost to Kent county.

Chatham is in about the geographic centre of Kent county. Although municipally Chatham is a separate municipality, nevertheless it is geographically part of Kent county. The threat was, "You approve this sale or they go to some other county."

In addition to the word I had from Dean over the telephone, his words were also reported in the newspaper. It is not something that was in a private conversation. In other words, the order was: approve the move to Chatham or disapprove and the beds would be lost both to Chatham and Kent.

The total drawing area for Ridgetown is estimated at a population of about 10,000. The town has twice the provincial average of its population in the over-60 age group. The flaw in the system under which the Barnwell beds were sold was—and I think this was more the case—the practice of rewarding operators who put the profits in their pocket; in other words, those who

refused to plough their profits back into upgrading their facilities got rewarded by being forced to sell.

When they sold, they sold for a capital cost of about \$10,000 per bed. That is separate from the value of the building lot and so on. As in many other cases, we reward rather than punish the people who fail to carry out their proper job. A comparison would be a taxi licensed by an operator who had let his vehicle fall into a state of being an unsafe hunk of junk, but then sells the hunk of junk for \$25,000.

I should say there was no quarrel at any time about the type of care the Barnwell family gave. Everyone in the town said they gave good care. It was just that there were questions about the safety of the facilities and so on.

I submit that the licence at the time should have been withdrawn rather than being allowed to be sold and rewarding the holder or the fellow who either milked the system or decided in the last few years he was going to retire and get out of it. In any case, the money did not get back into improving or replacing the facility. Even the former Minister of Health, now Treasurer (Mr. Grossman), admitted in response to a supplementary to my question—the supplementary was asked by the member for Windsor-Riverside (Mr. Cooke), as I recall—that the system bothered him. He did not have an answer for it, but he did say it bothered him.

He did act on it on June 9, 1983, when he introduced an amendment to the Nursing Homes Act permitting the minister to suspend a licence when the health, safety or welfare of a nursing home's residents is in jeopardy. Apparently under the original act he did not have that power. How the act ever passed in that form I cannot imagine, but it was passed in that form, and he did recognize it and he made the change.

So it is not something that has not been recognized by your ministry, but what you are not recognizing is that a lot of people suffered from that oversight, and I am really here asking you to correct it.

Hon. Mr. Norton: Sorry. Which oversight is this?

Mr. McGuigan: The fact that the act as originally written apparently did not have the power simply to revoke the licence. The only way you got rid of an operator was by allowing him to sell the home, and it was rewarding the wrong people. The Barnwell people are fine people, but nevertheless they got rewarded for whatever shortcomings there were in their operation or in the act.

Hon. Mr. Norton: As you have already indicated, the legislation has been amended from its original form, so there is greater authority to act in those kinds of situations. But the other aspect, particularly as it relates to smaller nursing homes—how many beds were there in this instance, 37 was it?

Mr. McGuigan: Yes, 37.

Hon. Mr. Norton: It is sometimes very difficult for some of the smaller nursing homes that were established in what originally were private homes and that often were serving smaller communities to meet the present physical standards.

One of the things we are looking at, in the context of the new committee that is being established under Mr. Sam Ruth and the requirement that all homes be in compliance with or have filed appropriate plans for approval to bring them into compliance within a two-year period, is to try to recognize that in some instances some reasonable flexibility may have to be demonstrated in the situations of smaller homes or there simply will not be any service at all available in some small communities.

What we are looking at, for example, is the possibility of having this committee hear cases of hardship in specific smaller communities. It could hear people from the community as well as the operator and the families of residents and so on, and then be in a position to make some recommendations, including perhaps the addition of small numbers of beds to make it economically viable to make the necessary changes to come into compliance.

Perhaps it could even recommend in some instances, on the basis of a practical assessment of the reality of the situation, that some of the physical standards reflected in the regulations may not be entirely relevant to the quality of care and the quality of life in the home and that the home therefore be allowed to remain and not comply with them. But that would apply only to things that did not in any way affect the safety of the residents or the quality of their lives.

So we hope we will be able to address some of these kinds of situations rather than simply force small homes in smaller communities out of existence.

Mr. McGuigan: Your explanation is very welcome, but for Ridgetown and the surrounding area it is too late.

2:40 p.m.

Hon. Mr. Norton: How far is that from Chatham?

Mr. McGuigan: I think it is about 20 or 25 kilometres. There is another answer, though. I want to come to it.

The survey done in 1983 and reported in 1984 says 74 beds were transferred from this part of the county. I mentioned that. There were 15 from Dresden, 20 from Thamesville and 39—my records say 37—from Ridgetown. Anyway, 74 were transferred from east Kent to Chatham.

Some of the statistics are that the eastern part of Kent county has 15 per cent of the population, or it is 19 per cent of the 60-plus population. That is at least seven per cent or nearly double the provincial average. There are no beds to serve 2,336 elderly people. The county has three per cent more in the 75-plus age group than the provincial average, which adds additional pressure for more extended care.

The Ontario Ministry of Health document, Data Development and Evaluation Branch Nursing Home and Extended Care Provincial Summary, shows that east Kent requires 64 extended care beds. When using the ministry's source of age-weighting information, we have a need for 79 beds in east Kent.

The people there feel aggrieved. There is an answer other than the one you described, and that is, there is a modern rest home in the community with 100 beds. It opened about a year ago.

Mr. Cooke: It just happened to be built to nursing home specs.

Mr. McGuigan: It has nursing home specs. I do not care about the coincidences; all I want is the licences. I am beginning to wonder what is wrong with me. Am I too nasty to the minister, or am I not nasty enough?

Mr. Sweeney: That is more like it.

The Vice-Chairman: You are just about right.

Mr. McGuigan: Do we vote the wrong way in that part of the country? Are you discriminating against us? Would you tell me what is wrong with me or with us in that part of the country?

Mr. Sweeney: For the record, too.

Hon. Mr. Norton: I do not want this to be a counselling session.

Mr. McGuigan: I was beginning to feel as if—

Hon. Mr. Norton: No one has had any preferential or prejudicial treatment with respect to nursing home beds in the recent past that I am aware of.

Mr. McGuigan: What about—

Hon. Mr. Norton: I am awaiting a decision at the moment on the allocation of beds for this year.

Mr. O'Neil: You have waited three or four years now. Mr. Grossman waited and you have been waiting.

Hon. Mr. Norton: I am not waiting for Grossman.

Mr. Foulds: He is not waiting for you, either. He has announced.

Hon. Mr. Norton: I hope I will be hearing within the next week or 10 days as to the numbers of beds we will be allocated for this fiscal year. Those will be allocated on as fair a basis as possible according to the identified needs across the province; by that I mean identified by the district health councils in their reports to us.

I can assure you that the way you treat me or the way your constituents vote will not influence that decision. It will be on as objective a basis as possible. I am assuming from what you said—I do not ask this rhetorically—that the district health council has indicated the need for additional beds in that part of the county.

Mr. McGuigan: I appreciate your answer. In addition to the weighting factor you must use, I wish you would bear in the back of your mind that it was ministry policy, which you have now corrected, to allow this to happen. You should give that some weight when you are considering these things because, when you take something away from people who have grown accustomed to it—they are a wonderful group of people in town. There is one lady who for a matter of 25 years walked every day to that nursing home to visit the people. She has made that her hobby and her life's work. Now those people are in Chatham.

You brought up a point yourself earlier—not today, but earlier. I think you said people are now coming into nursing homes much later in life. Is the average age about 83? I think you said that.

Hon. Mr. Norton: That is approximate.

Mr. McGuigan: While we have people living longer and they are much healthier, inevitably we all come to the time when we cannot look after ourselves and we all come to the time when we die. So the statistic of the age of 83 makes it even more critical that the nursing home be local. Even when you come in at 83, you still have friends and you still want them to visit you. If those friends are still mobile, they are probably not driving, so it becomes difficult. As you know, you have to take a test at 80 years old, but there are people who pass them.

With the question of a local nursing home, you would have to agree it becomes even more critical when people are coming in at 83 as

opposed to not too many years ago, when they were 65 or 63.

Hon. Mr. Norton: Certainly 65, I think, is to go back two or three decades.

Mr. McGuigan: That factor alone, in my mind, makes it more critical that we have a local home rather than a distant home. I have visited the home in Chatham and it is very nice. It is a lovely home. I cannot criticize it at all. It is much better than the previous one, but it is a long way away.

So many times in the farming community, people come to Ridgetown or whatever the community is, once a day or once a week for shopping and other needs. It is an easy, convenient time to visit a loved one in a nursing home. That becomes a little more of a problem the further away that nursing home is.

Hon. Mr. Norton: I recognize the social importance, the desirability of that.

Mr. McGuigan: I am looking forward, hopefully, to favourable consideration on this.

Mr. Cooke: Can I ask a supplementary which is more of a general question? The basic problem in this particular issue was that the system—When you buy a nursing home like Barnwell, which was not physically up to the 1972 standards, really the owners were not buying the nursing home, they were buying the people, the residents.

When we dealt with this with the previous minister, Mr. Grossman, he recognized that was a serious problem and he said the ministry was going to review it. He admitted that. He said that is exactly what they bought: the residents. They did not buy the nursing home building. They moved the residents to Chatham.

The amendments you brought into the Nursing Homes Act—or the previous minister brought in—had nothing to do with this particular problem. Those amendments were brought in to deal with a particular problem at Ark Eden. They do not solve this problem.

Is there any way whereby, instead of buying the licence, it will be automatically turned back to the Minister of Health and allocated with respect to the needs of the region, rather than the economic needs of an owner? Is this still being reviewed, or has this been dropped by your staff?

Hon. Mr. Norton: I am not aware of that being reviewed, but I share the concern you raised. I think the problem is trying to address that retroactively. Personally I am of the opinion that licences ought never to have developed a market value, but they have.

Many individuals have paid substantial sums of money to purchase the licence capacity. To try to say retroactively there is no market value means you are eliminating the savings or the investment of people.

2:50 p.m.

Mr. Cooke: That is not what happened at the situation in St. Thomas; the opposite happened, the individual went bankrupt. I am trying to remember, it was the Willson Nursing Home. He went bankrupt and Price Waterhouse made what appears on the surface to be a deal where the licence was turned back to the Ministry of Health. Then the Ministry of Health allocated it to Caressant Care. Of course, the staff was left out in the cold.

In the meantime, the residents lose out because now they are having to fight the case in front of the Ontario Labour Relations Board in order to try to get successor rights. The residents are the big losers there because they go into a new nursing home, they get new staff. If they win the successor rights case in front of the OLRB, the old staff comes back.

The whole system of the way in which the licences are allocated cheats the residents of the nursing homes because it is in the private sector. You could say that is an ideological argument, but that is the bottom line. It is an economic transaction, rather than a transaction to benefit the residents.

Hon. Mr. Norton: I do not think in the case of Willson the licence ever came back to the nursing home.

Mr. Cooke: That is what June Watt in London told me. I am just going by what the nursing home inspection branch people tell me.

Hon. Mr. Norton: I am advised by staff it was a Price Waterhouse receivership situation in which it held the licence in trust pending finding a buyer for it.

Mr. Cooke: It never found a buyer and Caressant Care built a new nursing home.

Hon. Mr. Norton: I presume it found a buyer for the licence.

Mr. Cooke: As I told you, that is not what June Watt told me.

Just to get back to the Barnwell situation, would it not make more sense to look at the needs of the community and consider a satellite home out of one of the homes for the aged when there is a problem and an obvious need, instead of looking only at an economic transaction?

There are satellite homes working in Niagara. There are satellite homes out of homes for the

aged run on a nonprofit basis. They are good facilities, I have visited some of them. Instead of saying the only way to solve the problem has to do with a nursing home because that is the only thing under your jurisdiction, look at another ministry and look at the homes for the aged and say, "Maybe some of our extended care budget should go to them," and that the need could be met through the homes for the aged.

Hon. Mr. Norton: There is nothing I am aware of to prevent that from happening at the present time.

Mr. Cooke: Except that your ministry staff would not even think of that because it is under a different minister. They would not even look at that because they have to protect their budget and their territory.

Hon. Mr. Norton: The point is there are budgets in each of those two ministries for extended care accommodation.

Mr. Cooke: You are missing the point I am trying to make.

Mr. McGuigan: When we discussed the interest rates with the previous minister, he tried to give me a lesson in quota values. As a farmer—

Hon. Mr. Norton: What was that?

Mr. McGuigan: He tried to give me an economic lesson in quota values.

Hon. Mr. Norton: I promise you I will not because I am not sure what it is.

Mr. Sweeney: Have you not been talking to the Minister of Agriculture and Food (Mr. Timbrell) lately?

Mr. McGuigan: The lesson he was trying to teach me was that somehow this captured value saved the ministry money. I could never digest that.

I did some figuring back in 1982 when interest rates were about 18 per cent. At least on the \$10,000, the province had to pay \$5.03 a day interest through your share of the fees for people in the nursing homes. It was \$5.08 or \$5.03 a day on \$10,000. Today, with interest rates at 12 per cent or 14 per cent, it would be about \$3 a day.

You had better discuss it on a philosophical level rather than an economic one if you are going to use the previous minister's arguments, because they did not make any sense.

Hon. Mr. Norton: I was not here to hear his arguments so I am not sure—

The Vice-Chairman: That is a good honest disclaimer.

Mr. O'Neil: Mr. Chairman, there are two or three items on a local level on which I would like

to question the minister. One of them, while you have some of your nursing home people here, is the question of nursing home beds in the city of Trenton. This matter has been raised for approximately three or four years now. We have been told you are looking at the figures and you are going to release the information on who gets them within the next week or two.

Have you made any allotment of nursing home beds over the last year?

Hon. Mr. Norton: You are talking about a need for nursing home beds in Trenton?

Mr. O'Neil: Yes.

Hon. Mr. Norton: No, there have been a couple of invitations to make proposals. There are three or four—three, I think—where the beds were actually allocated earlier and the proposals are now in three communities.

Mr. O'Neil: Which are those three communities?

Hon. Mr. Norton: London, Kincardine, Stratford and there is also a fourth one in Metro. As far as new allocations of beds are concerned, that is what I was referring to earlier, saying I am awaiting word on this year's allocations from the ministry before we can make any allocations for proposals across the province.

Mr. O'Neil: In other words, in the full year since last year's estimates, you have decided on those four places that you have mentioned. We have had requests and I think the needs study has shown that there is a need for additional beds in the city of Trenton. Can you tell me whether the city of Trenton is on that list of priorities?

Hon. Mr. Norton: If it has been recommended by the district health council.

Mr. O'Neil: Has it been recommended by the DHC?

Hon. Mr. Norton: I do not know off the top of my head whether it has or not. If it has been recommended by the DHC, then it would be certainly on our list for consideration, depending upon the number of beds we are allocated.

We cannot necessarily spread all the beds equitably across the whole province in a given year because there has to be a certain size to any nursing home operation. We have to take that into consideration and then try to address the most pressing needs first.

I cannot, off the top of my head, say how Trenton would rate with the needs that have been identified in other communities across the province. I just do not know the answer to that.

Mr. O'Neil: Could I find out whether it is on the list then, if you have it on the list?

Hon. Mr. Norton: I do not know whether we can give you the answer right now without checking back. We could see whether the district health council has included it in its report. We will see what we can find out for you.

Mr. O'Neil: I would like to know because, from my recollection, and I do not have a copy of the minutes of last year's estimates, it was the very last thing just before you finished the estimates. It was during the last five or 10 minutes where we discussed this matter. It was my understanding that the need had been shown and that—

Hon. Mr. Norton: That is where you and Mr. Pollock were bidding for beds.

Mr. O'Neil: That is right—no, it was Mr. Sheppard.

Hon. Mr. Norton: Mr. Sheppard; yes, that is right.

Mr. Pollock: I had my word in ahead of time.

Mr. O'Neil: I would like Mr. Pollock to have a few more beds too. I think he would agree that Belleville and Trenton need more beds too.

Mr. Pollock: We are on the priority list.

Mr. O'Neil: Anyway, you will confirm that to me.

There were a couple of other matters I wanted to raise, too. I have written to you on the subject of a satellite dialysis unit for the city of Belleville. I wonder if you could bring me up to date on where that matter now stands.

Hon. Mr. Norton: There is a proposal—I believe it is in the ministry now, being reviewed by staff—from the Kingston General Hospital for the establishment of a satellite unit in the Belleville General Hospital. That arrangement is necessary, as I understand it, because of the need to have an appropriate range of medical specialists to back up the unit.

I do not know what the review will indicate. My preliminary understanding is that it looks like a good proposal, but I would not expect that we would be able to fund it in this fiscal year. It may be possible, for example, in the next fiscal year, which would be after April. I am speaking just from recollection now but if I am not mistaken, I think the cost of the operation of the unit is something in the range of \$300,000 a year.

3 p.m.

I can assure you that if we can identify the necessary resources to fund it, and assuming the review confirms that it is a good proposal, as I understand is likely to be the case, we would do

everything we could to try to establish it as early as possible.

Mr. Pollock: Has the Belleville hospital board recommended this? I understood that lately they have been pushing for new assistants for their maternity wards.

Mr. O'Neil: Mr. Pollock, for your information, there is a letter here. There is someone who has done quite a bit of lobbying with both myself and a lot of people in my area, and not only my area, but with people from your area too, to use this satellite kidney dialysis unit. I hope you support it.

Mr. Don Gabey, who is the vice-president of the Kingston chapter of the kidney foundation, is the one who has had a lot of people write to me. I have received all kinds of letters and I know the Belleville hospital and the different city councils in the different areas have received petitions. I imagine Hastings county has and you have.

For your information, Mr. Pollock, the board of governors of Belleville General Hospital approved on Friday, March 30, 1984, the Belleville General Hospital's medical board's recommendation to pursue a satellite dialysis unit in Belleville, so it has been approved by the local hospital.

Mr. Gabey indicates in his letter the number of people who would use this unit and the use they feel it would be put to. A lot of the service clubs have even stated they would donate certain equipment, as have certain individuals.

It is a matter of some concern. Not only would people have to travel from my area, but also Mr. Pollock's area, Mr. Sheppard's area and Mr. Taylor's area. All these people would make use of it.

I wonder if I could have an update on where the matter now sits with the ministry and what steps are required before such a thing is approved.

Hon. Mr. Norton: I am checking with the staff because there is an indication on a note we have here that we were, and I understand still are awaiting a response from the Belleville hospital as to the priority it would assign to this unit, along with any other new initiatives it might wish to undertake. We have not had any response, but I gather the indications are that it is high on its list. I do not know what the final response will be.

Mr. Pollock: To clarify Mr. O'Neil's statement, I talk to the chairman of the board of governors of the Belleville hospital on almost a regular basis. I know his concerns for a dialysis machine and also for the cost of it. They have been lobbying with the Kingston board.

Mr. O'Neil: Are you saying it is or is not a priority with the chairman?

The Acting Chairman (Mr. Robinson): With respect, I am not sure how we can have a debate on the priorities.

Mr. O'Neil: I did not understand his comment. I did not understand whether he was saying the chairman supported it or did not support it.

The Acting Chairman: I do not either.

Mr. O'Neil: Perhaps he would like to clarify it.

The Acting Chairman: We can clarify it briefly and then let us get back to having dialogue—

Mr. Pollock: They want it, but they also want quite a few other things. It was in the paper a while ago that they want to renovate the maternity ward, as I mentioned.

Mr. O'Neil: In other words, it was not at the top of their priority list as far as the chairman of the hospital board was concerned.

Mr. Pollock: He did not say where it was on his priority list. He just commented on what the cost of it would be.

Mr. O'Neil: I would hope Mr. Pollock would support this request.

Mr. Pollock: I am supporting it; I have been supporting it for two years.

Mr. O'Neil: There seemed to be some doubt there. I think it is a high priority item. People have approached me on the question and that is why I wondered. I did not realize there was any question about it being high on the priority list and being wanted by the hospital board, the city of Belleville and the surrounding area, so I am surprised there is some doubt about it.

The Acting Chairman: Is it your wish that the minister respond directly on behalf of the hospital or have his staff check with the hospital to see if it is a priority?

Mr. O'Neil: That it is high on the priority list.

Hon. Mr. Norton: We have already requested the hospital, as I understand it, to indicate the priority it would assign to the unit and we are awaiting a formal response. Informally, we understand it is fairly high on their priority list.

Mr. O'Neil: Another thing. I am getting a few letters from druggists in the riding who are contacting me regarding—not only them but some of the people who are forced to buy prescription drugs—

Hon. Mr. Norton: Forced to buy?

Mr. O'Neil: Because of health reasons.

Hon. Mr. Norton: Oh, okay.

Mr. O'Neil: Maybe that was not put the right way. They are complaining about the way the cost of these drugs has increased over the last few years.

There are a couple of druggists who are not afraid to come out and even write to me, and I think I have written to you and to the Ontario College of Pharmacists on the same issue. However, in speaking to some of the druggists, there seems to be fear, or reluctance, to put in complaints about some of the costs from some of the drug companies. Was there not a commission or study going on in that regard? I just wonder where that stands now.

Hon. Mr. Norton: I have received the report from the commissioner. We are reviewing his recommendations in the ministry now. We have not implemented any changes based on that, but I anticipate we will do so.

It is an incredibly complex area. I thought we could sort it out ourselves last year when I became aware of what I perceived to be some of the problems in drug pricing. The more I got into it, the more evident it became that we really had to get a third party—someone outside—to have an objective look at it. We simply could not agree with the industry and the pharmacists as to what the facts were. That is why I instituted the commission initially.

The problem is not unique to Ontario. In fact, I think it is fair to say there probably is no jurisdiction in the western world that does not have a problem of this type. I do not think we will find the perfect system. I hope we will be able to find a better one.

I would point out, though, that our only involvement in the pricing situation is primarily with respect to the Ontario drug benefit plan. There is no doubt that does have a spillover into the private market, although we do not have direct control over that. I do not know whether that answers your question.

Mr. O'Neil: How long would it likely be before this report is made public or before you make comments on it?

Hon. Mr. Norton: The next formulary is due in January 1985. I do not think we will be able to have any changes in place before that. The one subsequent to that would be June or July. I would hope we could have whatever is going to be introduced in place by next July.

Mr. O'Neil: As you also mentioned, it affects not only individuals who are buying on a

personal basis, but surely the cost of running your ministry too, with regard to the amount you are paying out for people who get prescription drugs that are paid for by the government. Some of the increases are 20, 30, 50 per cent and even 100 per cent over a few years. It certainly would make a difference if some of these companies were brought into line a bit.

Hon. Mr. Norton: With the multiple-source products, the generic manufacturers and so on, some of the prices are becoming substantially less than the original products.

3:10 p.m.

Mr. O'Neil: When you walk into a drug store where you know the druggist really well, with a prescription to have filled, he says: "If it really is a headache that you are suffering from, go over to the counter and you can get it for half price." That is not being told to a lot of the people who come in to get these prescriptions. It is escalating not only my costs but also the costs of the government. They are paying for this.

Hon. Mr. Norton: The relationships, I can assure you, in the whole area are very complicated as well. It is between the pharmacist and his own association, for example. I wish some of the pharmacists would express those same candid views to their association.

Mr. O'Neil: From speaking to a few of these druggists, I have found the problem is that some of them are a little afraid to express these feelings to the college of pharmacists. The association sometimes hold some of these people in line. Some of them will not be held in line; some of them will. It is something the ministry has to deal with in this report.

Was there something on the nursing homes?

Hon. Mr. Norton: I do not know whether we have an answer yet. I did not realize that Trenton is not within a district health council. Apparently a study has been undertaken by local hospital administrators and their health providers to determine need.

Mr. O'Neil: It was my understanding the study was completed.

Hon. Mr. Norton: But we have included our calculations of what our bed requirements are and some beds for Trenton, in any event. I guess the answer is, although there is no district health council report, we have made allowance for that; if we get the kind of bed allocation we are requesting, we may be in a position to address it. That depends upon an answer I do not yet have.

Mr. O'Neil: I might also say, Minister, that people in the riding of Quinte—and again, it

would spill over into some of the surrounding ridings—have multimillion-dollar expansion renovations going on at the Hastings Manor. We are very pleased that your ministry and the Ministry of Community and Social Services have seen fit to renovate this building. We are quite pleased and we thank you for that.

The Acting Chairman: Thank you, Mr. O'Neil, Mr. Foulds?

Mr. McClellan: I am taking Mr. Fould's spot.

The Acting Chairman: Okay.

Mr. McClellan: Let us not get excited.

In 1980, when the triministry project was announced, there were—I do not have my file here but I think I am right—480 or 490 children out of a total population of 2,900 who had developmental handicaps. I do not assume the minister would have these figures at his fingertips, but I would like to ask him if he could have his staff prepare a current population count of developmentally handicapped residents of homes for special care and nursing homes, broken down between children and adults over and under the age of 18.

Hon. Mr. Norton: Yes, I do not have that information at my fingertips. I am hoping that I might be able to get it before 5 o'clock. We will certainly try to get it for you either today or Tuesday.

Mr. McClellan: Okay. The second piece of information that I would appreciate obtaining, although I do not know whether it can be obtained from your ministry, is whether children with developmental handicaps are still being admitted to homes for special care and nursing homes.

Could I obtain any data you have for each of the years from 1980; 1980-81, 1981-82, 1982-83, 1983-84, and 1984-85?

Hon. Mr. Norton: Could you give me just the first part of the last question? I remember the dates but I was not sure of the question—

Mr. McClellan: The number of children with developmental handicaps admitted to homes for special care and nursing homes each year since 1980.

Hon. Mr. Norton: I am told there are none admitted through the homes for special care program. What we will have to try to get for you is whether there have been any admitted directly.

Mr. McClellan: Or whether they are admitted by placement committees; for example, the one at the Huronia Regional Centre. I do not know whether you have that data but I would like to

know how many, if any, children with developmental handicaps are going into homes for special care and nursing homes, on an annual basis since 1980.

Hon. Mr. Norton: I would hope there are none, but I will try to get you the accurate information.

Mr. McClellan: It would be interesting, too, if you could get a breakdown of the ages of the children in homes for special care and nursing homes by whatever categories are available. Obviously, if they are between the ages of five and 10 or zero and 10, something odd is happening.

It would be helpful at this point just to try to pull some of this information together and see what the population looks like in as much detail as it is possible to assemble.

One other question, if I may. I will promise not to get excited. Let me ask this. I am trying to follow what has been happening at the Elm Tree Nursing Home. I do not understand why you have not taken action under the Health Facilities Special Orders Act, as you did in the case of the Ark Eden Nursing Home. Was a decision made not to proceed under the stronger legislation?

Hon. Mr. Norton: In the case of Elm Tree, the operator indicated a willingness to replace the north wing, which accommodated some 85 residents. So at that point there was not a lack of willingness to comply. We have relocated those residents so that wing can be replaced.

They have been relocated primarily in other nursing home facilities in the general area. As far as any other identified inaccuracies are concerned, we are conducting regular inspections. In fact, the nursing inspector has spent considerable time there over the last few months in an effort to ensure that all appropriate changes in procedures and so on are instituted.

3:20 p.m.

There has been a major review of the policies and practices for resident care in the home. Substantial changes already have been introduced in internal procedures. I think we can say with some degree of confidence that the situation has improved a great deal, and the effort is now under way to replace a wing which was inadequate in the sense that it was laid out badly.

I have not been on site personally and probably would not be competent to make that judgement in any event, but it was a very difficult wing in which to try to supervise residents appropriately. Now it is going to be completely replaced.

Mr. McClellan: What happened to the 88 charges?

Hon. Mr. Norton: They are still proceeding.

Mr. McClellan: They are proceeding?

Hon. Mr. Norton: Yes.

Mr. McClellan: So the nursing home is not in compliance with respect to the 88 violations.

Hon. Mr. Norton: I do not have a list of them all in front of me so I cannot say for certain. It may very well be in compliance now with some, and perhaps with many, but that does not mean they were not in violation at the time the charges were laid. Therefore we are proceeding with the prosecutions.

Mr. McClellan: Would it be possible to provide the committee with an updated report with respect to their compliance status?

Hon. Mr. Norton: Yes, provided we do not get into a discussion of the matters that are before the court.

Mr. McClellan: No.

Hon. Mr. Norton: I will see if we can get that for you.

Mr. McClellan: I know requests have been made to you. It is not as though the Elm Tree Nursing Home was recently discovered, in 1984, to be a problem area. I remember correspondence with Margaret Birch in the mid-1970s about this place.

Hon. Mr. Norton: You can be assured action has been taken, and is continuing to be taken, with respect to it.

Mr. McClellan: Again, it would be helpful to us who are trying to do a watching brief on this issue, if you could provide us with the current status reports.

Hon. Mr. Norton: Yes, okay. I have just been advised that there is a reinspection under way this week, so we may be able to give you very correct data before too long.

Mr. McClellan: I would appreciate receiving that. I intend to pursue this with the Ministry of Community and Social Services.

One of the ironies here is that this place, which was really in very bad shape, was one of the facilities which was under the aegis of the triministry project, so that at the same time that—well, prior to your going in and issuing serious charges and taking very consequential action against this nursing home, the triministry project was in and out of there over the course of the last two or three years, doing individual assessments and treatment plans for the resi-

dents, as though they were somehow accommodated within an adequate facility.

Again, it speaks volumes about the problems with the triministry project, and what I still insist is a major jurisdictional problem, when you have representatives of one ministry going in and attempting to deal with some of the problems of the developmentally handicapped residents, in the midst of a totally inappropriate physical setting, and apparently not being able to alert the Ministry of Health to the fact that conditions are simply unacceptable. I just do not understand this.

The same thing happened in the Ark Eden Nursing Home. The residents there were being assessed by the triministry staff at the same time that adult-sized residents were being accommodated in infant-sized cribs and with the whole litany of other problems there. I try to say this calmly, but I find it very upsetting that these problems are not going to be solved as long as the jurisdictional split continues.

Hon. Mr. Norton: However, you ought to find some comfort at least, however modest, in the fact that action has been taken in both those cases.

Mr. McClellan: Yes, but there are still 2,500 developmentally handicapped people in homes for special care and nursing homes, and they should not be there. I think we have been reasonably patient with respect to the tri-ministry project. We applauded it when it was announced. We have tried to support and encourage it. We have tried to monitor it and understand exactly what was happening, but I think four years is long enough to be able to make the assessment that it has not been a success.

I think a major reason is the jurisdictional split. For whatever reason, it appears to be very difficult—you know this better than anybody—to achieve the kind of interministerial co-ordination that results in major improvements in the quality of life for people.

We know it can be done when one ministry puts a lot of energy and determined effort into it. We have seen that happen. However, I do not think you are going to solve the problem until some resolution is made to the fact that half the responsibility is in one ministry and half in another, with Education sort of somewhere off in another world.

I hope very much that this impasse can get resolved before too much longer. I think you will start to get the same kind of angry concern that was expressed in the late 1970s, prior to the

introduction of the tri-ministry project. Quite frankly, I think people's patience has expired.

Mr. Sweeney: Mr. Chairman, I want to come back to the question of ex-psychiatric patients. I am becoming increasingly convinced, after a short time in this role as critic, that something is very much wrong. I am quite familiar with the Gerstein report and what it recommends. You have indicated to my colleague the member for Bellwoods (Mr. McClellan) where you are with that now. Quite frankly, I do not think either of us is satisfied with that answer, but let us go on from there.

I have a letter addressed to the Premier (Mr. Davis) from a Pat Capponi, who is currently employed at the Parkdale Activity and Recreation Centre, which is funded by your ministry. In this letter, she is drawing to the Premier's attention the utterly sad situation that a number of ex-psychiatric patients are facing at present in the city of Toronto.

Although I do not know for certain, I would suspect this is probably true in a number of other communities as well. I do not know whether you have seen this letter or not. I want to quote from it very briefly, in a couple of minutes.

Hon. Mr. Norton: I cannot say that I personally have.

Mr. Sweeney: There is no date on it but the references to the Gerstein report would indicate that it is fairly recent. There is a carbon copy to you and to Mr. Grossman.

Hon. Mr. Norton: I am assured the allegations in the letter are under investigation at present.

Mr. Sweeney: Let me put it this way. It is my understanding that when Mr. Grossman was the Minister of Health, in order to familiarize himself with the plight of ex-psychiatric patients in the Parkdale area, he visited some of these homes. It is also my understanding that he found it a rather devastating experience and came back and said he was going to do something immediately.

Mr. McClellan: Dennis Timbrell said the same thing.

3:30 p.m.

Mr. Sweeney: I spoke to my colleague Mr. Van Horne, who is a previous Health critic. He said he also went out and in the process came very close to being physically ill, he was so taken aback by what he saw: four people crammed into one room, mattresses, urine and faeces on the floor, blood on the wall, the list goes on and on. It

is literally a horror story. I do not think there is any other way to describe it.

Despite Mr. Grossman's visit and his condemnation of what he saw and his stated determination to do something about it, it is my understanding that nothing was done and the city of Toronto, under the mayor's task force, took the lead in investigating the situation again. More particularly, I understand the mayor, his representatives and his assistants came to see either the Premier or the Minister of Health—I am not sure which—and advised him they were planning to do this.

So that this report would have sufficient credibility that the provincial government would act on it, they asked him quite bluntly who he would suggest to head up the inquiry. I understand it was the suggestion—that is as far as I will go—of somebody in the provincial government that Dr. Gerstein do it, because her personal credibility and professional integrity are so highly regarded that a report over her signature would be accepted by the provincial government purely on that ground.

Hon. Mr. Norton: I have no idea where Mrs. Gerstein's name came from.

Mr. Sweeney: All right. I will pass that on. You can check with your own people later and see whether that is valid or not, but that is what I was advised. As has already been noted, the Premier of Ontario wrote the foreword to the report, in the form of a letter, praising it very highly. It is my understanding that some time in May of this year you had a meeting with Dr. Gerstein.

Hon. Mr. Norton: I have had a number of them over the time she was preparing her report.

Mr. Sweeney: Okay, so you are familiar with it. Once again, the impression I got from those meetings was that you also felt the urgency of the matter and something would have to be done.

Let me read one section of the letter I mentioned. I am doing so only to suggest to the minister the urgency that is required. As you were answering the member for Bellwoods, it struck me that you were going to be meeting with the minister's people again, and then you probably will be meeting with your people again and eventually we would get at something.

Hon. Mr. Norton: Meeting with whom? The minister's people?

Mr. Sweeney: Your own people. I assume you are going to meet with the mayor's people, then with your own. In other words, it is ongoing.

I recognize and appreciate that, but perhaps this one long paragraph will drive home to you that this situation just cannot go on like that. Reference is made here to the people Mr. Grossman met at 1241 King Street West. Apparently that was one of the places he went to, and he met a number of ex-psychiatric patients in that house. Let me read this for you:

"One of them was a man named Peter, who threw himself in front of a subway train rather than face life in a hostel after being evicted by the boarding home.

"Another, a man named Gerry, who spent 17 years at Whitby before going to 1241 King Street, died in the dining room, a victim of atrocious medical bungling, poor nutrition and unsanitary conditions that left running sores in his legs.

"Another, a man named John, had been high on anti-psychotic medication throughout his tenancy and had been seen monthly by the Queen Street Medical Health Centre doctors, and almost as often by a house doctor more interested in billing OHIP than giving medical care. John's cancer went undetected until it had eaten through most of his body and organs. The last I heard, he was at Grace Hospital begging to be allowed to die.

"Murray, another man in his 60s, never knew why he was in a boarding home; why he shared a room with four other people; why he had no money. His mental status deteriorated rapidly and he took to wandering all hours of the night in all kinds of weather, which helped to hasten his death.

"Margaret left 1241 for another boarding home. She could never get the special diet she needed to control her diabetes. She would come with us on outings, her feet swollen, her breathing louder than our members' voices, always hungry, always penniless. She died in her sleep. The Queen Street Mental Health Centre agreed to our request to hold a memorial service in their chapel. In death, she received the kind of attention that might have made her living possible.

"Miss H., a feisty 80-year-old, was removed from the home after several instances where she was found standing bewildered in the middle of King Street, the last instance being when she was found standing in the flooded basement of the boarding home, soaked through, trying to change a light bulb. I do not know whether she is alive or not, or where she was put.

"Finally, Patrick, whose picture was taken with Mr. Grossman in the home and run in the

Toronto Star, was evicted as his behaviour deteriorated. Both he and his girl friend have mixed diagnoses; mental illness and mental retardation. They went through a succession of homes ill-equipped to handle the basic house-keeping and cooking chores. Last seen, they were dehoused and wandering the streets, unable to read ads for apartments, quarrelling with each other, Patrick in obvious confusion and fear."

She goes on to say that this is just a short list, and that if she detailed them all she would need a letter 100 pages long. That is one house, one group of people and all but one of them dead. That is in two years. That is the kind of urgency we are talking about with this situation. That is one issue.

The other issue is the whole question of how we are dealing with psychiatric patients. Somewhere, somehow, I think we have made a tragic mistake. I am not a doctor. I do not know what the answer is. However, when I look at what is happening and what we are doing, I find there is something terribly wrong.

I know the whole medical profession has decided that with the new drugs we can put more and more psychiatric patients out of the hospitals, supposedly to live on their own. Some patients we have talked to have said the drug program is the worst thing that ever happened to them. It is leaving them literally empty shells.

We have closed hospitals because we do not have as many people. The government closed Lakeshore Psychiatric Hospital. It is happening in other places. We are putting people out on the street who are totally incapable of looking after themselves.

It was brought to my attention, for example, that in a number of situations many of these people are living on general welfare cheques and they are so incapable of looking after their own needs that they do not even get them. The cheques go to the boarding house landlord—I do not know what the arrangements are—and he or she cashes the cheque, takes out whatever their needs are for room and board, and gives the ex-psychiatric patient whatever is left.

3:40 p.m.

How in God's name can we be putting people out on the street to look after themselves when there is no place to go, no one to give them the kind of care and support they require, or the direction they need? They cannot even cash their own cheques. In many cases they are obviously not able to look after their own medication and they are not taking it. They are unable or

unwilling, for whatever reason, to find their way back to the Queen Street outpatient clinic.

By the way, there are some good landlords. I am not making a blanket statement, but we have a number who are so exploiting these people as to be brutal. We have the city of Toronto coming along with this task force report that the province obviously supported in intent and in terms of its finished recommendations, yet all I have heard today is: "We are still studying it. We are still going to have another meeting."

It is easy to say: "There are so many groups in our society who need attention. How do you reach them all?" Surely this is one group for which society as a whole is partially responsible. We just cannot leave these people out there like that.

I do not know what the minister's intentions are or whether there is any way I can persuade him that this is a desperate need with a very short fuse. It deals with a group of people who, to a large extent, are not capable of helping themselves. If there is one role that this government has, it is to help those who cannot help themselves. If there is one group of people who genuinely need government assistance, it is this group. There are others, but this is surely one about which there can be no argument; at least I cannot understand how there can be. Where do we go from here?

Hon. Mr. Norton: First, to put the situation in some perspective, it is important to bear in mind that we have been addressing at a rate that surpasses any other program in the ministry, perhaps in the whole government, the very question of support services for post-psychiatric patients in the community, particularly over the past three or four years.

The number of programs has grown dramatically. Very shortly I expect we will be announcing the new programs that will be funded during the course of this fiscal year.

At present, 256 programs are funded, ranging from primary prevention programs to self-help programs, counselling and treatment programs, co-ordination programs, psychogeriatric programs and housing programs that we are funding, some 654 beds. I am speaking now of community-based facilities. There are 56 rehabilitation programs.

Much of that has been put in place since 1981, so to suggest nothing is happening is not accurate. To recognize there still is much to be done is quite a valid observation. Our financial commitment to such programs is increasing at rates of up to about 50 per cent year over year.

Mr. Cooke: While you are talking about these programs, to put a specific case to you that came into my office—

The Acting Chairman: Order.

Mr. Cooke: This is supplementary.

The Acting Chairman: That is fine. Let the minister—

Mr. Cooke: I do not think Mr. Sweeney would mind.

The Acting Chairman: I am not suggesting he would.

Hon. Mr. Norton: A supplementary usually arises from my answers, which you have not heard yet.

Mr. Cooke: This spells out the problem. This kid just got out of St. Thomas. He is 25 years old. He is back in Windsor now—

The Acting Chairman: Mr. Cooke, order.

Mr. Cooke: —and they are being told it is going to be seven months to a year before he can get into a group home, so he should go and stay in an unregulated rest home. By the time he can get into a group home and get the proper community treatment, he will be lost for the rest of his life. So do not tell us about all your programs. There is nothing in the community to help people who are discharged. There is one social worker.

The Acting Chairman: Will the minister please continue with his answer.

Hon. Mr. Norton: The point I am trying to make to the member is that, although I recognize there is much to be done, I think it is also important to recognize that decisions with respect to the discharge of persons to the community are not administrative decisions. Clearly, they are decisions made by physicians.

It is not a matter of policy on my part or on the part of the administration within the ministry. Certainly, it is a matter of policy that if a person is deemed to be well enough to function in the community, than this is where he or she ought to be. But the determination of an individual case is the decision only of the physician responsible.

Mr. Sweeney: That is the point I am trying to make. If we are ending up with these kinds of results, somebody somewhere is making wrong decisions. I do not pretend to ask you to make medical decisions, nor do I have any suggestions, but surely it is something that needs to be reviewed. It is not working. I am not suggesting we bring all these people back into psychiatric hospitals.

Obviously, when there are people so utterly incapable of looking after themselves, whoever

is making these decisions or whatever they are basing the decisions on, is just not working and needs to be reviewed. Whether you review it with the Ontario Medical Association or whoever, I do not care.

Hon. Mr. Norton: I am not sure what I can add to what I have already said. We are trying to address the needs for community support programs at a rate that far exceeds any other area of expenditure in the government. There are problems and we recognize them. We will continue to try to address them as adequately as we can.

There will always be tragic individual cases that can be cited. Many of them have nothing to do with the fact that these individuals have resided in a psychiatric facility at one point in their lives. If our focus in discussions of policy is based only upon individual situations, however tragic, then I think we lose the overall perspective. We could discuss individual tragedies throughout the balance of our estimates—cases which have nothing to do with persons who resided in psychiatric facilities.

There are also many successes in the community, and we could perhaps balance the discussion by bearing that fact in mind. I am as deeply disturbed as you are by the individual human tragedies I see and hear about. We will always have to strive to address those. I am not sure we will ever live in a perfect world where we will succeed in addressing them all. The best we can do is to continue to strive.

Mr. Sweeney: My fear is that, in a different but perhaps parallel way, we are looking at what happened when there was the sudden public realization that we had to do something about the starving people in Ethiopia. The famine has been going on for years. All of a sudden, because a few pictures appeared on television, everyone suddenly recognized we had to do something about it. It was dramatized. It was there.

3:50 p.m.

That is the impression I got from Mr. Grossman's tour through Parkdale. He was not aware of the depth of what we were dealing with. It was not just a few cases here and there; it was the whole picture that was presented to him. I read you only a part. If you have not read Pat Capponi's letter, I would suggest you do. I am not going to read the whole thing again. If you do not have a copy, I will see you get one.

Hon. Mr. Norton: I know we have in the ministry because, as I say—

Mr. Sweeney: Because it is addressed to the Premier and your name is at the end, I assume you must have one.

Hon. Mr. Norton: As I said at the outset, the matters she raises are being investigated.

Mr. Sweeney: What would be your best estimate of the time when the initial proposals—in the Gerstein report at least—when five or six homes would be renovated, when the city and Metro would actually put one up on its own, when the crisis centre would be put in? Suppose these people were to come to you tomorrow and say: "Okay, you are going to meet with the mayor and you are going to discuss it with your own people. Give us a reasonable time line."

One of the things that concerns me is that we are facing winter, and I need not remind you what happens to homeless people in winter, especially people who are wandering around not knowing where they are.

Hon. Mr. Norton: I obviously cannot give you a specific date. I hope to find some common course of action with the municipality as quickly as possible.

I would point out that we may have pre-empted some of the recommendations by funding programs in the area—for example, Shannon Court. If you saw it in the context of the Gerstein report, you could say that we have already begun to implement some recommendations with regard to renovations to some boarding homes. There is also the proposal that Metropolitan Toronto would offer up the property owned by it.

Mr. Sweeney: Metro and the city each.

Hon. Mr. Norton: That is right. I hope that after a meeting with the mayor we will be able to talk more concretely about a time frame.

Mr. McClellan: When is this meeting?

Hon. Mr. Norton: I do not have a date yet. I believe a letter has gone from the Premier recommending that a meeting be set up as quickly as possible involving the mayor, the Minister of Community and Social Services (Mr. Drea) and me. I am not sure if others have to be present or not.

Mr. Sweeney: I want to put you on notice that we will be bringing these kinds of situations to your attention on a somewhat regular basis because I just do not think it can be allowed to lie.

Unlike some other issues on which you can give yourself a fairly lengthy time line and people can organize for it, this is one where almost every day starts making differences, especially with the winter months coming on.

Mr. Cooke: May I ask a supplementary on that? It is a concern, but how can you say you are doing anything when in the case of one of the largest groups of institutions, which has a lot of

ex-psychiatric patients in it, namely, rest homes, you refuse even to recognize the need to regulate? How can you tell us you are serious about it when, at least outside Toronto and I assume to some extent in Toronto, rest homes are virtually filled with ex-psychiatric patients because there are no other facilities, and you will not even look at regulating them?

There are no activities, no therapy, no activity whatsoever in these homes. All there is, basically, is deterioration and a return to an institution or wandering or hitchhiking across the country or going off medication so that the individual deteriorates and ends up back in one of the institutions.

Hon. Mr. Norton: We have been around this one many times. As far as residential accommodation is concerned, these facilities are quite well regulated in some communities and supervised by the municipalities. In my own municipality, when I was chairman of the appropriate committee of city council, we introduced bylaws that regulated not only the type of home you described, but also rooming houses and so on.

Mr. Cooke: Were there staffing levels, activities and so forth in the bylaws?

Hon. Mr. Norton: You must recognize that not every human being requires a program.

Mr. Cooke: I did not say that. I asked about your bylaws.

Hon. Mr. Norton: How can one possibly establish that sort of thing when one is talking about residential accommodation for a range of individuals? As far as the appropriate standards of accommodation are concerned, that is something—

Mr. Cooke: That is the problem.

Hon. Mr. Norton: —that can be adequately provided by the local municipality. If the individuals require higher levels of medical care, those types of homes might not be appropriate for them.

Mr. Cooke: What are the alternatives?

Hon. Mr. Norton: You have raised it a number of times. We have even had assessments done on one of the places you mentioned, which did not confirm the facts as you presented them to us.

Mr. Cooke: What are your alternatives? I have written to you about the case of Robert Suda. I do not mind making his name public because I have talked to him and his mother. That kid is 25 years old. He was in St. Thomas Psychiatric Hospital. He has been released. We

have talked to the liaison office and the liaison officer from St. Thomas in Windsor. He says: "He needs a group home. It is not good for him to go into a rest home. He cannot stay at home with his mother, who is older. However, it will be seven months to a year before he can get into facilities in one of the group homes."

He is going to go to either University Rest Home or Marentette Rest Home. Marentette is one of the worst rest homes in the city, but it is one of the few that will accommodate such people as Robert, who have serious difficulties.

I guarantee you that if this kid has to wait his turn at one of the rest homes, which he is going to have to do, then a year from now either we will not know where he is or he will be back in hospital. Regardless of what you say, and you should inform yourself or your staff should inform you, the municipalities, under the Municipal Act or the various acts that regulate cities such as Kingston or Windsor, do not have the authority to regulate the rest homes properly.

Those requests have been made by municipalities. The Ministry of Municipal Affairs and Housing has rejected those requests and has not given the municipalities the authority. All one has to do is look at Hansard—I guess it is the justice committee—where some of these have been dealt with.

I do not know how you can say you are dealing with the problem when you refuse to regulate one of the groups of facilities that have a large number of ex-psychiatric patients. We will see what happens to this kid. Perhaps he will be one of the other tragedies that will come back to you and your ministry.

Hon. Mr. Norton: I will be glad to see if there is anything I can do in that case, if you want me to do that.

Mr. Cooke: I have written to you about it. You sent me back a letter saying he was going to get into a group home in London. Where you got the information I have no idea, because he did not get in. His behaviour does not fit the group home in London.

Hon. Mr. Norton: Is this the young lad who was brain-injured?

Mr. Cooke: That is right.

Hon. Mr. Norton: That was the information I received. We will check into it and see what happened and why he did not get in, because it was our understanding he was to be admitted to that group home.

The Vice-Chairman: There will be a short break, and then, Mr. Wrye, you are on. Do you have a supplementary on the same thing?

4 p.m.

Mr. Wrye: I would like to follow up on this. I do not want to go over old ground. I think we have some fairly fundamental disagreements on this, but the minister will remember I raised this matter of rest homes in the House with him. I was referring specifically to a different case, but it was one of the two same rest homes, the University Rest Home. After I raised it, he suggested I should be going after the municipality, and quite frankly I was.

In the city of Windsor—like any other, a community of limited means—we have an inspector who is part of the Windsor-Essex Health Unit. That home was inspected at my request and, as a matter of fact, other appropriate officials from the Workers' Compensation Board looked into the matter. I hope the occupational health and safety people may get involved.

I saw the hours that were given to the inspector in order to conform with the very wishy-washy staffing requirements—that is the best way I can describe it—and frankly it was simply a cooking of the books with regard to getting to those hours. I am really not sure how a municipality can be expected to handle what a ministry should be doing, but that is another matter.

Has your ministry initiated any discussions with municipalities or had any requests from the Association of Municipalities of Ontario or individual municipalities to start working on drafting model bylaws, setting staffing standards and with respect to the quality of staff?

The University Rest Home has a grand total of one registered nurse for more than 100 people. That is in a rest home that, as my friend from Windsor-Riverside knows, is just loaded with ex-psychiatric patients, many of whom need a lot of drugs, and also it has a number of people who probably should be in nursing homes. That is another matter, but they cannot get in.

Mr. Cooke: I don't believe we should have these people in our rest homes.

Mr. Wrye: That is a reality.

Mr. Vice-Chairman: If you want your break, make it a short answer.

Mr. Wrye: Maybe they should be in a nursing home. For a variety of reasons, not the least of which is that there are not any nursing home beds. There simply are not. Those of us who try to place people all know that. We try to help ensure that people get placed quickly.

If you are going to fob this problem off onto the municipalities, the least you can do is donate the skill of the experts in the Ministry of Health to

what is, after all, something of a health problem. This is with regard to drafting model bylaws and seeing where the municipalities go.

Hon. Mr. Norton: We have said we would introduce legislation eventually and it was being drafted.

Mr. Cooke: That was several years ago.

Hon. Mr. Norton: I do not know whether there have been any requests from municipalities specifically for model bylaws. It is certainly something on which we could consider offering them assistance. Perhaps I should discuss it with my colleague the Minister of Municipal Affairs and Housing.

Mr. Wrye: I do not think this is a solution. Do not get me wrong, but if you are not willing to move, the least you can do is offer your expertise and see how we can move the matter forward.

Mr. Vice-Chairman: In deference to the coffee consumed by the minister, we are going to have a five-minute break.

4:11 p.m.

The Vice-Chairman: We will proceed without benefit of the ruling party. We will ask Mr. Wrye to continue his questioning.

Interjection.

The Vice-Chairman: If you would like to hold on, I will go and find one.

Mr. Cooke: I suggest we move to the minister's salary vote right now.

The Vice-Chairman: Boy, we are going to have one of those long recesses.

Mr. Wrye: Since we started to discuss Windsor just before the break, maybe we should continue to discuss Windsor.

As an aside to the minister on the previous topic, I believe I have scheduled an appointment with the owner of that rest home for Friday. I will be very interested to hear about the kinds of people he describes who are in the rest home. I may want to correspond with the minister a little more fully so the minister may be more apprised of the situation. He may even wish to visit the rest home since my information certainly leaves me concerned.

I do not think it will surprise the minister to hear I want to talk a little bit about the chronic care hospital that is not in Windsor. Before I talk about the hospital itself, I want to talk about the announcement made by your predecessor in May 1983, 18 months ago next week. The minister came to Windsor and announced an additional allocation of 49 chronic care beds to bring the

total number of chronic care beds in Windsor and Essex county to 475.

Today, in November 1984, those beds are nowhere to be seen. I do not know what the announcement meant if it did not mean we were going to get the beds immediately. He might as well have come down and announced 449 beds. There is not a whole lot of point if he had no intention of putting them in. I must assume and take as a token of goodwill that when he made the announcement he intended to implement it shortly to relieve the pressure on acute care beds by the additional allocation of 49 beds, but what in heaven's name is holding that up?

We can get to more complex arrangements in regard to a chronic care hospital, but surely the allocation of 49 additional beds is not a complex issue that should have been delayed, as it has been, for 18 months. Where are we on this and when are we going to get the beds?

Hon. Mr. Norton: I can assure you the announcement that was made by the then minister—

Mr. McClellan: Was that the member for Don Mills (Mr. Timbrell)?

Hon. Mr. Norton: No. I think it was the member for St. Andrew-St. Patrick (Mr. Grossman).

That is a firm commitment. There is no problem with availability of funds, because that allocation is one we have.

Mr. Wrye: Then what in heaven's name is the problem?

Hon. Mr. Norton: I am sure I responded to this in the House quite recently, did I not? I pointed out to you that some question had to be resolved among the hospitals as to where those beds would be best located. That took some time to resolve, involving the district health council, if I am not mistaken, and staff from the ministry as well as representatives from the local facilities.

We have just received the report, have we not? Within the past couple of weeks, we received what I believe are the final recommendations on that. It was a matter of days before you raised it with me in the House.

Mr. Wrye: Was this recommendation on the 49 beds part and parcel of the request by the district health council for a new task force on which services will be provided in a chronic care hospital? Did all that come in as a package?

Hon. Mr. Norton: I do not know. Do you know the answer to that? If you know, why not just answer it? Then I do not have to repeat it.

Mr. Wrye: While you are checking, and I really hope you will—the matter was raised in the House, you are right. I do not know how I can put this to you more sincerely and seriously, but I just think that 18 months of fiddling around on an allocation of 49 beds—and I am not going to try to attach blame to you, the district health council or the hospitals, individually or collectively; I think we are well beyond that in terms of who delayed.

Having made the announcement, surely you ultimately have some responsibility to ensure the matter is proceeded with expeditiously. I can tell you quite honestly, and I am sure your officials from the Windsor area will tell you, we do not accept that an 18-month delay on a matter that your predecessor considered a big enough crisis to come down to Windsor and make the announcement on is very quick action. How much longer is it going to be? Have you approved anything since you received the report? When are we going to see those beds?

Hon. Mr. Norton: I know of no holdup on our part in terms of the availability of the resources.

Mr. Cooke: Where are they proposing these beds go now?

Hon. Mr. Norton: Apparently all 49 beds go to Windsor Western Hospital Centre.

Mr. Cooke: Is the proposal that while we are waiting for a new hospital, these beds be placed in Central Park Lodge rest home?

Mr. Wrye: Is this the Central Park proposal?

Hon. Mr. Norton: I gather there is a temporary proposal.

Mr. Wrye: Let me give you some background. I do not know whether my colleagues are aware of it, but my understanding is that with the renovations going on at Riverview, a number of patients had to be removed literally from ward to ward because of the extensive \$1.5 million in renovations—another \$1.5 million down the drain in an old school building that should have been torn down years ago, but you had to bring it up to fire and safety standards.

The removal of those patients took place on a short-term temporary basis to Central Park, and they have been there for some time since the renovations began in April. I think it was April. I do not know at what point the first patients were removed, but it was shortly after the renovations began.

As I understand it, Windsor Western has proposed that since we already have an allocation of the 36 beds at Central Park, why not just continue that after the 49 at Riverview come back. That will finally get 36 of the 49 additional

beds on which nothing has happened for a year. Is this the proposal from the district health council?

Hon. Mr. Norton: I do not know whether that came from the district health council. I had an informal communication from Windsor recommending that. I cannot say for sure whether it was the district health council.

4:20 p.m.

Mr. Walker: That proposal was given by Windsor Western to the district health council to provide at least 36 of the 49 additional beds during the time of the planning for the new hospital.

If I might go back a little bit on your question, the 49 new beds announced by the minister in May 1983 plus the 150 beds in Riverview unit of Windsor Western will ultimately be put into new construction on the Windsor Western Hospital Centre site. The planning for this is already under way. It is a fairly major project and will take a couple of years in functional program planning and design planning, but the hospital has already developed preliminary plans for that and we have reviewed them in preliminary form.

There was no delay or holdup. There was discussion among the hospitals as to what further rationalization of beds might take place to get the maximum physical location benefit of the chronic care beds in Windsor. It has been agreed among all parties that all the beds in the hospitals at present would remain as they currently stand. Windsor Western's 150 beds in its Riverview unit would move into new construction along with the 49. During the planning process, it will be determined whether the existing 76 chronic beds Windsor Western has on its IODE campus should or should not go into the new building.

We are certainly interested in looking at Windsor Western's proposal for the continued use of the CPL building temporarily while the new construction is under way. Initially, it was only intended to be used to decant people out of one nursing unit in Riverview during a rotation period while fire safety upgrading was taking place. We are working with Windsor Western on the long-term project and looking at its proposal, which we only received about a week to 10 days ago, to house the 36 beds temporarily during the construction phase.

Mr. Wrye: I want to go on to the chronic care hospital per se, but for now I want to stay with the 49 beds. Before I leave here I want to have some understanding and assurance that we will not come back here a year from now and ask, "Whatever happened to our 49 beds?"

You are aware of the backlog in the hospitals in Windsor. Every member of the Legislature from Essex county has brought this to the ministry's attention. Is the proposal to start to alleviate the critical shortage of acute care beds with 49 additional chronic care beds the Central Park Lodge proposal?

Mr. Walker: The minister has asked me to clarify this for the member. There are 150 beds in the Riverview unit. During the fire safety renovations, the occupancy dropped to 114, with 36 beds being accommodated in the CPL building.

Mr. Wrye: People were rotated?

Mr. Walker: People rotated within the Windsor Western Riverview unit.

Mr. Wrye: I understand that.

Mr. Walker: As soon as the fire safety renovations are completed at Riverview and the occupancy is brought back up to 150, which is expected some time around the middle of this month, rather than stop using the 36 beds at CPL, the proposal is to continue to use those 36 beds for chronic care until such time as the new building is complete and ready for occupancy on the IODE campus of Windsor Western. It would then accommodate all 150 beds at Riverview and all 49 new beds. Windsor would then benefit from 36 of the 49 beds immediately, and the other 13 would come on stream when the new building is built.

On the surface, it is a proposal that should be looked at, but there are some program ramifications to it in terms of physical plant and funding. Essentially, those are the bones of the proposal.

Mr. Foulds: Sorry. When you said there were ramifications you mentioned two things.

Mr. Wrye: Physical plant simply because it is high-rise, and program.

Mr. Cooke: Basically it would be warehousing.

Mr. Foulds: And funding, you said?

Mr. Walker: Yes, there is a funding implication in that at the present time there are 114 beds occupied and in operation in Riverview and 36 in Central Park Lodge, which add up to 150. When 150 become operational at Riverview and we continue with the 36 at CPL, then we have 186 beds, which obviously has an incremental cost.

Mr. Wrye: Except that is still 13 short of what you promised.

Mr. Foulds: Right. That is why funding should not be a problem.

Mr. Wrye: If you promised 49 beds, where are they?

Mr. Walker: With respect to that, I would suggest in any situation like this, new additional beds and new construction to contain them can take anywhere from two to five years to bring on stream depending on the degree of functional program planning and design planning that is required and depending on construction time. An announcement to add any number of beds is always followed by a period of planning and construction time. The planning has already started.

Mr. Wrye: You have wings of hospitals, and I am not sure of all of the hospitals. Let me use Hotel Dieu; I am sure of it because my wife used to work there. Hotel Dieu has had a number of wings that have been closed down for a period of years as you moved to the lower ratios, the 3.5 ratios. Since Hotel Dieu already has some chronic care beds allocated to it—I cannot remember the exact number—

Mr. Walker: Fifty-seven.

Mr. Wrye: —why can additional chronic care beds not be allocated to that hospital?

Hon. Mr. Norton: I do not know the answer to that and I have not seen the current recommendation of the district health council, but perhaps I can make sure between now and next Tuesday that I see it and see if we cannot give you a clear answer as to where some or all of the 49 beds can be located.

I recognize that a firm commitment has been made. It has never been the intention of anyone, to the best of my knowledge, to do other than meet that commitment. I am not satisfied that we have answered your question clearly.

Mr. Wrye: I am glad to hear that.

Hon. Mr. Norton: I will try to make sure we do so by Tuesday.

Mr. Wrye: I think the least you can do if you do not have the 49 beds or if they are to come on stream—

Hon. Mr. Norton: It has come to the point where, to be perfectly honest with you—and it is nobody else's fault; it is perhaps my own limited capacity—I feel as though I am playing a mental shell game at the moment. I am not sure where the 49 beds are, but I will know by Tuesday.

Mr. Cooke: May I ask a supplementary? I hope that when you make the decision you are not going to be looking at maintaining these beds in a private rest home. For one thing, there is no way that the program can be anywhere near what the

program is at Riverview. I guess that is one of the reasons the per diem is about \$40 a day less.

Hon. Mr. Norton: I do not believe that was our recommendation.

Mr. Cooke: No, I know, but it is in front of you.

Hon. Mr. Norton: The question you may have to address in the world of reality is whether in fact some interim—

Mr. Cooke: There are other places, publicly owned facilities, that are available.

Hon. Mr. Norton: —accommodation is not going to be necessary and what the best location might be on an interim basis.

Mr. Cooke: There are other active treatment beds, closed wards, as the member for Windsor-Sandwich (Mr. Wrye) has said, that are available in publicly owned facilities without having to go to the private sector and have them inadequately staffed with inadequate programming. Basically what you would be saying is that for the people who would be in this unit for several years—because they are doing the task force or whatever now on the hospital, then it has to be approved and then all the rest of it built—you are talking about using Central Park Lodge for several years.

Hon. Mr. Norton: Anyway, maybe we can come back to this on Tuesday after we have had a chance to look at it.

Mr. Wrye: In committee?

Hon. Mr. Norton: Yes. Apparently we are supposed to be continuing for another hour or something on Tuesday.

Mr. Foulds: I am sorry, I do know this gentleman's name.

The Vice-Chairman: Mr. Walker.

4:30 p.m.

Mr. Foulds: Mr. Walker indicated that it took two to five years, because of planning and other things, to implement an announced program of beds. Surely to goodness with the crisis we have with chronic care beds and nursing home beds, not merely in Windsor but across the province, we recognize that there are a number of facilities available in active treatment hospitals throughout the province where beds have been closed. Transforming them into decent, good and adequate nursing home beds is not going to take two years of planning. I am appalled by that figure.

Hon. Mr. Norton: In fairness, he was talking about new construction taking that amount of lead time, everything from the planning through to the—

Mr. Cooke: It has taken us 14 years even to get to the point of recognizing we need a hospital.

Mr. Foulds: At least in most major communities such as Windsor, St. Catharines, Thunder Bay and Sault Ste. Marie, there would be alternative capital construction already in place that could be adapted.

The Vice-Chairman: Mr. Wrye, are you still going strong?

Mr. Wrye: Now that I have dealt with the minor part—

The Vice-Chairman: You have cleared that one up.

Mr. Wrye: We have not cleared it up; we hope we are beginning to clear it up. Now that we have dealt with the minor part of the chronic care mess, let us deal with the major part. I want to remind the minister and I want to hear how these matters are starting to get delayed. I am quite concerned about the messages we are getting.

Hon. Mr. Norton: What is getting delayed?

Mr. Wrye: It is the messages we are getting. On May 20, 1983—you can check Hansard for that date; it was a Friday morning in the Legislature and I am almost to the point where I can quote it word for word—the message from the Minister of Health of the day was that he had been in Windsor yesterday. That was when he made the 49-bed announcement. Yes, he was aware of the chronic care problem and, yes, there was going to be immediate action.

He instructed the district health council to sit down with the hospitals and come up with a plan. He set a time limit of the end of October 1983 for the district health council and the hospitals to come up with a plan. He said that should they come up with a plan by that time, he would expect that our normal reviews would get the matter going so that we would break ground 18 months after that plan, that being May 1985 for completion some three years after the plan, three or four years down the road. His term was three or four years. At that point, the whole health care community believed we were looking at a hospital to be completed probably no later than the end of 1987.

What we are hearing from Mr. Walker today is a very different message. It is that 18 months after Mr. Grossman made that announcement in the Legislature, we are precious few steps along the way towards breaking ground about six months from now, according to his own timetable. Right in the middle of the campaign, the minister can come and break ground for the new chronic care hospital.

Hon. Mr. Norton: Is that an invitation?

Mr. Wrye: Apparently the district health council, in case you are not aware of this, came up with a proposal in November 1983—it was about a month late—and it stood dormant with nothing happening for a period, during which, in a question I asked in the Legislature, you appeared to back off the minister's previous firm commitment that funding would be provided in the regular way and that there would be funding immediately once we were ready to go.

It concerns me that I am now hearing from Mr. Walker we are not even talking about the new chronic care hospital, but about no further allocation of beds other than the 49 beds. I am not sure the district health council has that message. The 76 or 77 beds from the IODE unit of Windsor Western Hospital Centre appears to be getting placed into the mix to bring the possible total complement up to the range of 275.

My understanding from the district health council is that it has been looking at anywhere from 200 to 300—300 was the original proposal—as a firm number, with the usual complements of 75 at IODE, 57 at Hotel Dieu and a number at both Grace and Metropolitan.

I almost do not know where to start. I guess the starting point is, what happened for one year? Why has nothing happened? If the district health council needed to have yet another task force, why did someone not tell it a year ago, "Let us have another task force on the use of the facilities"?

Hon. Mr. Norton: Since you appear to be of the opinion that not much has happened through lack of effort and despite considerable activity, if you will just be patient I will give you an indication of what has happened. I am sure it has been frustrating for some of our staff that has been involved as well.

You are correct, on May 19, 1983, the minister made an announcement at the Metropolitan Hospital regarding the 49 additional chronic care beds for Windsor. As you have also indicated, he did request that by October 1983 a plan for the allocation of the total 475 beds in Windsor be prepared.

In June 1983 there was a meeting with the Windsor Western Hospital board chairman, the vice-chairman, the chief executive officer, the director of the institutional operations branch of our ministry and the senior administrative consultant regarding the matter.

On June 21, 1983, the senior administrative consultant from the ministry attended the meeting of the Essex County District Health Council

regarding the matter. On July 26 and July 27, 1983, the area team arranged visits to Toronto rehabilitation hospitals for the board and chairman of Windsor Western Hospital Centre.

In August of that year there was a meeting in London with the Windsor hospital chief executive officer, the Essex County District Health Council, the director of the institutional operations branch of the ministry, the senior administrative consultant and the area planning co-ordinator.

On August 11, the director of the institutional operations branch of the ministry, the senior administrative consultant and the area planning co-ordinator met with the hospital consulting group in Windsor.

In September there was a meeting with the hospital consulting group of the district health council. On September 19, the area team's administrative consultant met with the executive director of the Essex County District Health Council.

On October 17, the director of the institutional operations branch, senior administrative consultant of the ministry and the area planning co-ordinator met with the board of the Windsor Western Hospital Centre, the chairman and the chief executive officer at the Bristol Place in Toronto. That was where the meeting was held.

On October 21 and October 22, 1983, the associate deputy minister met with the board of the Metropolitan Hospital in Windsor and encouraged it to seek a resolution of the chronic care services issue.

In November 1983, the senior administrative consultant and the administrative consultant met with the executive director of the Essex County District Health Council. At that meeting, the executive director of the health council indicated he had been unable to obtain a consensus among the chief executive officers of the hospitals in Windsor with respect to the chronic care issue.

On February 6, 1984, the senior administrative consultant and the area planning co-ordinator met with the Windsor Western Hospital Centre representatives once again. On about February 29, there was an in-house meeting with the executive director of the institutional division to discuss the possibility of a joint venture and to try to resolve the deadlock in discussions at the local level.

Mr. Cooke: What do you mean by "joint venture"?

Hon. Mr. Norton: I am not sure what the reference to "joint venture" is, but it was something that was designed to try to resolve the

deadlock in the discussions at the local level because of the inability to reach any consensus.

Interjection.

4:40 p.m.

Hon. Mr. Norton: It would have been a joint venture of the hospitals.

On March 26, 1984, the associate deputy minister met with the chairman and executive director of the Essex County District Health Council to discuss the DHC's wording of a hospital services proposal and so on, again relating to the chronic care hospital.

On July 16, 1984, the associate deputy minister and a number of other staff from the ministry, including the area team, met with the hospital consulting group once again. The ministry offered its services and indicated it was prepared to work with individual hospitals to discuss their future roles.

On August 8, the director of the institutional operations branch and a senior administrative consultant met with the Windsor Salvation Army Grace Hospital to discuss their role in the provision of chronic care services.

There is a litany of meetings that have been held to try to resolve it, right up until about two weeks ago. As I say, we finally got a report from the district health council. I hope you would at least acknowledge that it has not been through lack of effort on the part of the ministry to get some consensus at the local level with respect to where we are going on this.

Mr. Wrye: Meetings are wonderful things. We have a lot of them ourselves.

Hon. Mr. Norton: I am not sure I agree with you.

Mr. Foulds: Who paid for all the lunches?

Mr. Wrye: In his statement of May, 1983, the minister put a timetable to the district health council and the hospitals to get the matter resolved.

Minister, you are not telling me anything that is a big surprise to me. There has been an internal fight, a certain rivalry between the parties. It is probably not limited to the city of Windsor, and within the health care community it has not been limited to the provision of new chronic care beds.

However, given the community's desperate need for a new chronic care hospital, and the very fact, I would remind you, that you poured another \$1.5 million into that 60-year-old school this year, the last of which is being spent this very day and later this month, at what point does the ministry say: "Look, enough is enough, we want

to get on with the job; this service must be provided in Essex county. Here is a timetable”?

It is fine for the associate deputy minister to go down and meet four or five times—I am sure I heard his name—and to meet with Dr. Speckens and the various parties concerned, but when do you haul them in say: “It has been 18 months and we are no further ahead today”?

Do you have a resolution where they have now agreed? I understood they had done so in November 1983. I may be wrong, but I thought there was some resolution one year ago with one hospital offside. This litany indicates that we still do not have a resolution as to where things are going and who is getting them.

Mr. Cooke: We were closer to a hospital 14 years ago. We even had the architects up.

Hon. Mr. Norton: In the short answer, I think the time has come to do something.

Mr. Wrye: You know why you need new drawings; because so much has changed in 14 years.

Hon. Mr. Norton: There apparently now is agreement that all the chronic care units in the county would continue in their present location. That is a major step. I am talking about agreeing to the obvious.

There is agreement with respect to the establishment of the task force, to immediately plan an integrated chronic care program for the district.

Mr. Wrye: Have you approved that task force?

Hon. Mr. Norton: I think it is in the present recommendations from the district health council.

Mr. Cooke: When is the deadline for that?

Hon. Mr. Norton: I do not know that there is one. I am only looking at some abbreviated notes here. I have not had a copy of their report in front of me.

Mr. Wrye: I ask because you have to approve it if there is money involved. Have you approved it, and if not, when? I know the recommendation is only two weeks old but the problem is—

Hon. Mr. Norton: As I said earlier, perhaps we could come back to this on Tuesday, by which time I will have had a chance to look at it and see where we are at.

Mr. Wrye: Okay.

Mr. Cooke: It is a great system, to have the health councils decentralize all the blame, then the ministry does not have to take any initiative. They can just blame the locals.

Hon. Mr. Norton: It sounds in this case as if there might be some reason to do that.

Mr. Wrye: Do you know where the buck stops? It does not stop in the executive director of health council's office. Are you telling us now that the parties are in total and complete agreement?

Hon. Mr. Norton: Let me have a look at the recommendations first before I venture to guess whether they are all in agreement. I understand they have agreed on the terms of the recommendation of the district health council.

Mr. Wrye: Let me then turn to the matter Mr. Walker raised earlier about the two to five years. Is the ministry prepared to begin proceeding on the necessary matters, the drawings, the designs and a number of other things, whatever can be done, even as the task force completes its work, which I understand from its beginning to its end is expected to take from three to five months?

Then, presumably, there would be another report to the district health council and then on to you, with the attendant delays about which we are talking. What can you and are you prepared to do during that time, recognizing the urgency of this matter, to move us forward to the day when—and I am not sure anybody believes any more it is ever going to come—we are going to break ground for the new chronic care hospital behind IODE, where we all know it is going to go?

Hon. Mr. Norton: I cannot give you firm dates or anything at this point, but I think it is fair to say we are looking with them at ways of getting on with the job, including the arrangement of appropriate financing for the capital component. I do not know when that might be. We do have preliminary plans submitted at this point. Assuming we are able to arrange the appropriate capital funding, the final planning could be completed within eight to 10 months, which would mean some time in 1985, and in 1986 we would be on our way.

Mr. Wrye: Can the planning process continue to go forward even as the task force meets?

Hon. Mr. Norton: I understand that need not hold up anything. Everything is cleared now for Windsor Western to proceed.

Mr. Cooke: Does that mean the sod turning might be in eight to 10 months?

Hon. Mr. Norton: I do not know. We might have to do that, I suppose. Do you want to be invited?

Mr. Cooke: I do not care if I am invited, I would like at least to read in the paper there has been a sod turning.

Mr. Wrye: One last question. Since you raised the issue of financing, am I to assume, based on the minister's predecessor's statement of May 1983, when the phrase used was "the usual financing arrangements," that we are still looking at a two-thirds/one-third situation?

4:50 p.m.

Hon. Mr. Norton: That would be the normal arrangement. I have no reason to think this is any different, although it is not something I have examined in any detail. Again, depending upon the availability of capital funding at any given time, we may have to look at innovative ways of doing it, but we will try not to have that be—

Mr. Wrye: We are looking at a facility that is going to be in the range, at a low end, of \$20 million, and at about a \$100,000-per-bed cost, which is, I understand, the basic formula we work with. We are looking at a range of \$20 million to \$30 million, meaning that the community could be asked to come up with anywhere in the range of, let us say, \$7 million to \$10 million. Are you indicating today that that is the funding arrangement for the community, that we are not going to be suddenly given the surprise that we are going to get a 50-50 or a 60-40 formula?

Quite honestly, there is concern among the health care people with whom I have talked that this could be the last and greatest roadblock. You know and I know that the ability of the community to raise money is limited, and \$7 million to \$10 million is an awful lot of money. I hope you will be prepared to indicate that the community is not going to be caught in one of those situations in which all of a sudden it is looking at having to raise 40 to 50 per cent of the cost.

Hon. Mr. Norton: Certainly, there is no plan at the moment to change the funding formula, although I know, because some communities have come forward on their own initiative with more than their one-third funding, that it has caused some concern in other areas that this may be the wave of the future. There are no plans at the moment to change the funding arrangements.

Mr. Cooke: When you say "innovative," are you talking about different percentages or different sources?

Mr. Foulds: Or no funding?

Hon. Mr. Norton: Or no funding? No. It may be necessary to look at alternative ways of handling it. For example, if we do not happen at the time to have the capital and we do have approval for the operating costs, we may have to

do it under an arrangement whereby we would discharge the debt over time or something.

Mr. Cooke: You are not looking at the private sector?

Hon. Mr. Norton: Not specifically, no. That has been done in some communities, of course.

Mr. Cooke: I know it has been.

Hon. Mr. Norton: And quite successfully, in fact.

Mr. Wrye: I want to be clear on this. You said the final planning could be completed in eight to 10 months. Is that the time frame we are looking for at this stage for ground-breaking?

Hon. Mr. Norton: I do not know. Breaking ground is something that will be determined by them when the time comes.

Mr. Wrye: Let us leave it at this, if we might. I would appreciate it if that were clarified on Tuesday.

Hon. Mr. Norton: We are obviously talking of estimated times. The staff are saying that normally they should be able to complete their final plans in eight to 10 months.

Mr. Wrye: Then we would be all ready to go? After 14 years you can understand that we view all of these things almost with some real trepidation. My concern is that the eight to 10 months do not turn into two to three years, three to four years or whatever.

Hon. Mr. Norton: I also would be concerned that that not happen.

Mr. Wrye: But you are saying—and you can be more specific if you want; this is why I am saying that perhaps you might want to come back Tuesday—that this would be the time fix you are looking at now for having all matters in place, designs done, the task force report complete, a final fix on the number of beds and all the other things that go with it.

Hon. Mr. Norton: Assuming that things come together and the funding is available and is approved, yes.

Mr. Cooke: That is a big "assuming."

Hon. Mr. Norton: Of course. I do not have a crystal ball; I do not know what the situation is going to be in a year's time or in 10 months' time.

The Vice-Chairman: We do not even know who the Premier is going to be.

Hon. Mr. Norton: That is right. We do not even know who the Premier is going to be.

Mr. Wrye: You will be working on the assumption that the allocations of money will have to be part of your 1985-86 capital proposal.

Hon. Mr. Norton: Yes, if we were going to be—

Mr. Cooke: Are they going to start in 1985?

Hon. Mr. Norton: Probably. If they were going to be starting in that time frame and if that were the way in which the capital was being financed, yes, recognizing that it may be only a small amount in that fiscal year because of the phasing of the construction.

Mr. Wrye: I will leave at that. As long as it is a first amount, on the understanding that the minister is going to respond to a number of inquiries on Tuesday, that is fine.

The Vice-Chairman: Mr. Pollock, we have only a short period of time.

Mr. Pollock: I am going to be first on the list on Tuesday. Is that right?

The Vice-Chairman: You, Mr. Foulds and Mr. Cooke are on my list.

Mr. Pollock: I thought we were supposed to shut it down at five o'clock.

The Vice-Chairman: We have three minutes according to the clock.

Mr. Pollock: I need three hours.

The Vice-Chairman: You might as well save it until Tuesday.

Hon. Mr. Norton: I might indicate that Mr. McClellan is not here. I presume he will be here on Tuesday. I have some of the information he requested. If you want to indicate that to him, perhaps we can deal with that on Tuesday as well.

The Vice-Chairman: We will adjourn until Tuesday after routine proceedings.

The committee adjourned at 4:57 p.m.

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No. S-7

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Health



Fourth Session, 32nd Parliament
Tuesday, November 13, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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Contents of the proceedings reported in this issue of Hansard appears at the back, together with an alphabetical list of the speakers taking part.

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Tuesday, November 13, 1984

The committee met at 4:04 p.m. in room 151.

ESTIMATES, MINISTRY OF HEALTH (concluded)

On vote 3401, ministry administration program; item 1, main office:

Mr. Chairman: I see a quorum and call the meeting to order.

Mr. Wrye: Mr. Chairman, there were a couple of important matters that were left hanging somewhat on Wednesday. The minister promised a response on an issue that is very major to my community in terms of an additional allocation of 49 chronic care beds. I think he was going to give us some additional specifics with respect to the task force study now under way on the chronic care hospital questioning in which we involved ourselves on Wednesday.

I wonder if he could clarify those matters right at the outset so we could put that behind us.

Mr. Cooke: Specifically, he was going to tell us when the new Minister of Health was going to come and turn the sod.

Hon. Mr. Norton: I do not regard myself as new at this stage; I have been around for nearly a year.

Mr. Sweeney: A year and two months; is that not right?

Hon. Mr. Norton: I had a hiatus last fall.

Mr. Chairman, I am pleased to bring the members up to date on the situation with respect to those beds. As was mentioned when we met last Wednesday, it was in May 1983 that my predecessor, now the Treasurer (Mr. Grossman), announced in Windsor that an additional 49 chronic care beds would be allocated to that area, bringing the total of chronic care beds approved in the community to 475.

At that time he said he was asking the Essex County District Health Council to meet with the area's hospitals and prepare, by October 1983, a plan for the allocation of the chronic care beds in the city. The plan would take future replacement of the Riverview unit into consideration.

In November 1983, the district health council recommended that the 49 new chronic care beds be allocated to the Windsor Western Hospital Centre, which would then have responsibility for the planning and construction of a new hospital.

The health council recommendation had the support of the three hospitals, Hotel Dieu, Salvation Army Grace and Metropolitan General, as well as the Leamington District Memorial Hospital. It did not have the support of the Windsor Western Hospital Centre.

As you can appreciate, without the support of Windsor Western, the focus for the recommendation, it was impossible to deal adequately with it at that time. So, with the support of the ministry, the health council continued to work with the Essex county hospitals to try to resolve that issue.

In March 1984, agreement was reached with the five hospitals on an acceptable resolution which essentially proposed that the 49 beds go to Windsor Western and that it be given responsibility for planning a new building.

We supported that recommendation, recognizing there was little interest among Windsor hospitals in rationalizing existing chronic care beds. Each hospital made it very clear that they wished to retain the chronic care beds they have at the present time unless there were offsetting increases in acute care beds or the addition of new or expanded programs. The hospitals were unable or unwilling to negotiate tradeoffs among themselves to accommodate rationalization.

At the same time, the ministry was working with Windsor Western to explore possible temporary accommodation to replace the 150-bed Riverview unit at Windsor Western, plus accommodation for the additional 49 beds.

One option that was explored was the purchase of Central Park Lodge in Windsor. The estimated purchase price, as I understand it, was about \$5 million. Architectural and engineering evaluations suggested an additional \$7 million or \$8 million would be required to bring it up to the standard required for chronic care. It became obvious to the ministry and to Windsor Western that an expenditure of that magnitude was unrealistic for a temporary chronic care hospital.

By June 1984, it was decided to concentrate on a new chronic care hospital on the IODE site at Windsor Western. The chairman of Windsor Western submitted an unique proposal to the ministry for a very economical building with a proposal for financing over a 20-year term through incremental operating costs, similar in

some respects to those in effect at the Queensway Hospital in Etobicoke.

It was evident that hopes for bed rationalization in Windsor were fading somewhat, but in one last effort, the associate deputy minister at the time, Dr. Dyer, met with the hospitals in Essex county and with the health council—early in July, I believe—presenting them with one last opportunity to come up with a plan or the ministry would assume that no bed changes could be made among the hospitals.

At the same time, he urged the hospitals, if no bed rationalization were to be achieved, at least to develop an integrated chronic care program for the county to ensure that all chronic care patients, regardless of where they were receiving care, would receive a high standard of quality care.

4:10 p.m.

At that time, the associate deputy minister gave the parties until October to come up with a plan, and as an incentive, he even offered a percentage retention of the costs that would be saved resulting from the transfer of chronic care beds for rationalization purposes; they would be able to retain a percentage of the costs that would be reduced in terms of a hospital's budget as an incentive to go along with the plan.

Just one month ago the Essex County District Health Council informed the ministry that the status quo would remain. Existing chronic care beds would remain in their present locations, with the additional 49 going to Windsor Western. While we do not see this solution as being ideal, we may have to accept it. Therefore, we are now moving towards a longer-term solution for chronic care in Windsor.

Perhaps the most visible aspect of the progress will be planning for the new hospital. To that end, I have given approval to Windsor Western to undertake a study on the construction and financing aspects of the facility, particularly on the proposals that were brought forward. Just last week, the ministry's executive director of the institutional division, Mr. Reid, who is with us, met the chairman of the board of Windsor Western to further that.

However, it is important to understand that there is no quick way to bring a new hospital building on line. Even if planning began immediately, by the time the program planning and the design stages have been reached, it is likely to be at least 18 to 24 months before construction can be completed. That is assuming the government and Windsor Western are able to put financing in place. I think we are all aware of the difficulties we are experiencing in that area.

Of equal importance is the fact that all five hospitals in Essex county have agreed to work with the district health council to develop an integrated chronic care program for patients throughout the county. The development of such a program would have beneficial results for patients; they will be assured of appropriate levels of care to meet their needs. I have given my support to the health council in establishing a task force to co-ordinate the development of such a program.

For a period this year some chronic care patients have been placed in Central Park Lodge, during renovations to the Riverview unit for fire and safety upgrading. It has been for a relatively short time; since August, I believe. In fact, those patients should be moved back by the end of this week, if I am not mistaken.

Recently, there has been a request from Windsor Western to continue operation of 36 placements at Central Park Lodge for chronic care patients until the new hospital is completed. Although the matter is still with the health council for consideration—and I would be reluctant to deal with it until we receive a recommendation from the council—I must say it strikes me that there are a lot of problems associated with trying to make Central Park Lodge appropriate for longer-term placement during construction. It is perhaps a different matter to be placed there for two or three months as opposed to what could be a couple of years.

Some patients have been there for a few months, as I say, but the longer term is a matter of some concern. I have asked staff to look at what may be necessary to make the facility more appropriate for longer-term temporary placement, and while I do not want to prejudge it, that may or may not be possible. The initial indications are not encouraging.

I am prepared to consider any options proposed to alleviate the present situation. I have asked staff to see if there is any other capacity which could be brought on stream in less than the two-year period to put the approved beds in place that will ultimately be in the new facility.

From time to time I have received questions regarding the availability of beds and backups from you folks. In a number of cases, although not necessarily in each specific one, the question of knowledge of the availability of beds is an important part of trying to sort that out.

As you know, I have been asked recently for approval of a central bed registry in Windsor which may well help to some extent in the alleviation of that problem, although in the

longer term the only solution is for some additional bed capacity, particularly for longer-term care.

We have spent a fair amount of time during the estimates talking about the situation in Windsor. I have outlined the efforts that have been made by staff over a lengthy period of time to meet with the hospitals in the area and to try to resolve some of the outstanding differences.

I hope that with the level of agreement that has been reached now, albeit not what—

Mr. Cooke: What is the level?

Hon. Mr. Norton: There is not agreement in terms of rationalization, but at least they have agreed the beds should go to Windsor Western. That is not necessarily a sign of great progress, but we are ready to move as quickly as possible on that. If you have any suggestions you would like to make in terms of things that could be done in the shorter term, rather than over two years, I will be glad to consider any reasonable alternative.

Mr. Wrye: What you are telling this committee today is that 18 months after your predecessor went down to Windsor and announced 49 additional chronic care beds, the people of your ministry do not have a clue where to put them and that unless for some reason the Central Park option is more viable than you and I suspect it may be, they hold out no hope for the community that the 49 beds will be able to come on line until two to three years down the road.

Hon. Mr. Norton: Unless you know of some interim capacity that could be utilized and does not require two years of planning and construction, the only other alternative I am aware of is the proposal that has already been made with respect to Central Park Lodge.

I do not know about your position, but if I were to say right now that I am willing to pursue that without a lot of further examination of the idea, I know very well that your colleague would be the first person to scream bloody murder at me. He has already done it. You cannot cut us off at every pass and then say, "Why are you not doing something?"

Mr. Wrye: Is there no capacity in any hospital in Windsor? There are no closed wards?

Hon. Mr. Norton: I am not aware of any. If there are, let me know.

Mr. Wrye: Any hospital? There certainly were some that were closed.

Mr. Walker: A number of beds indeed were closed in the past three or four years in some of the hospitals in Windsor, but the space was

quickly taken up through internal changes in the hospitals: paediatric department expansion in Hotel Dieu and expansion into day surgery and other programs in Salvation Army Grace. The physical space and the support to handle the programs of 49 chronic beds are not available in any of the other hospitals in Windsor at the present time.

Mr. Wrye: I just do not understand why we made the announcement if we did not have anywhere to put them.

Hon. Mr. Norton: In fairness, and from what I have been able to glean from the earlier announcement, the commitment was there; there is no doubt about that. There was a request at the time accompanying the announcement, asking the district health council, working with the hospitals, to determine where they ought to be placed.

I am not trying to blame others. Whatever the extent may be that we are responsible for any delays, I will assume that responsibility. On the other hand, and your community is not unique in this respect, if at times you want to run into recalcitrant institutions and individuals, the health care system is your best bet.

4:20 p.m.

I suspect as well that if I had decided it was time to take a heavy hand, and to try in some way to intervene aggressively in the situation, with the extent that the local feelings were sensitized, once again the first people who would have been saying, "You are trying to control the whole system from the centre; you are not dealing appropriately with local concerns," would have been the two gentlemen who are sitting in this committee from that community.

Mr. Wrye: I do not think you necessarily should assume that—

Hon. Mr. Norton: Come on, now.

Mr. Cooke: Because the situation has been going on for so long, maybe it is time that you went there instead of sending your staff. Mr. Grossman and former Ministers of Health have never shied away from going to communities when they were announcing new facilities. Maybe you will have to take a direct hand yourself, bring the parties together and tell the hospital boards that they must cease protecting their own little empires. The community's interests are more important than those of some of these hospital boards. Maybe you are going to have to go there yourself and get tough.

Hon. Mr. Norton: The point at the moment is there is nothing I or anyone else can do, that I am

aware of, to abbreviate significantly the necessary construction period. My going to Windsor is not going to produce available space in which those 49 beds could be located on an interim basis.

Mr. Wrye: There cannot be a speed-up because there is no space. Let us get on to the more important question. Now that we know there are 49 beds that you people have recognized for 18 months to be absolutely crucial to the total health care community—

Hon. Mr. Norton: We hope you will also be getting a 275-bed chronic care facility in about 18 months to two years.

Mr. Wrye: What you are saying today is, realizing the 49 beds cannot go anywhere until we have the new facility—

Hon. Mr. Norton: They cannot go anywhere I am aware of, unless Central Park Lodge works out as a possibility.

Mr. Wrye: Then that makes the new facility essential and urgent. Is that a fair summation?

Hon. Mr. Norton: It certainly makes it essential. To the extent that there is any urgency associated with the need for the additional beds, it is urgent. I am just trying to be careful that I do not let you put words in my mouth.

Mr. Wrye: The matter will be a top priority of this ministry in terms of its capital allocations?

Hon. Mr. Norton: We have some proposals under consideration that have been initiated from the local level that may deal very creatively with that.

Mr. Cooke: When you mentioned that the 20-year proposal was innovative and similar to Queensway General Hospital, were you talking about private capital, similar to the extended care—

Hon. Mr. Norton: I understand the proposal that has been brought forward would involve borrowing the capital, but not a private effort such as at Queensway.

Mr. Cooke: I have one final question. I wondered what the minister meant by "no agreement on integration." Was it your original idea that all the chronic care beds would reside in one facility?

Hon. Mr. Norton: I believe that was one of the options that was looked at, was it not?

Mr. Wrye: All 475, Mr. Walker?

Hon. Mr. Norton: Apparently it was more likely that they would be brought together in two hospitals as opposed to being spread around as they are now.

Mr. Cooke: I sometimes wonder what the purpose of health councils are. When they were originally announced, we were told they were so that community interests and planning would be co-ordinated and competition between hospitals and so forth could be somehow averted. Yet we run into it just as much and it seems that instead of showing leadership, local health councils bow to the interests of some of the hospital boards.

Hon. Mr. Norton: I do not think that is universally true. I am not suggesting in this case, either, that it is entirely the fault of the health council. These are very difficult issues to deal with.

Mr. Cooke: I cannot think of any major achievements on the part of health councils in the last four years.

Hon. Mr. Norton: Ten years or so ago, before district health councils existed in my part of the province, I served on what was called a health sciences complex council which involved a couple of teaching hospitals and a medical school at Queen's University and so on. I am telling you, trying to get agreement with respect to the rationalization of services when there were only three players was very difficult. The politics of medicine make the politics of Queen's Park look like child's play.

Mr. Wrye: I hope you will personally involve yourself if we have any other similar problems with the hospitals. The matter just cannot wait too long.

Mr. Chairman: When we adjourned last Wednesday, there was a list of people who did not have an opportunity to ask questions of the minister on to vote 3401. The first name I have is Mr. Pollock. Sorry, Mr. Wiseman, did you have a supplementary?

Mr. Wiseman: I wanted to ask a supplementary. As I listened to the minister, I was pleased to hear that he was listening to the district health council and following its recommendations. Could I ask if that same strategy is followed, not only in chronic facilities but in the cases of active hospital and nursing home beds, now that you are the minister?

Hon. Mr. Norton: Somehow I get the feeling that is a loaded question.

Mr. Sweeney: You had better take a look at what is happening in my area.

Hon. Mr. Norton: I have always tried to be attentive to the recommendations of district health councils, but I have also gone to considerable lengths to remind them from time to time that their role is advisory, not decision-

making. In so far as they provide advice to the minister, that is an important function, to reflect the local planning priorities. The minister obviously has to be in a position to place that in the context of his or her broader responsibilities with respect to province-wide priorities as well to the people of the whole of the province.

I have to remind them from time to time that there may be times when it is not possible to translate their advice into action or decision because of other competing priorities.

Mr. Wiseman: Could I ask you then a little clearer—

Hon. Mr. Norton: I think the question was clear enough.

Mr. Wiseman: —have you ever, since you have been minister, bypassed the district health council without any consultation and allotted any active, chronic or nursing home beds without its knowledge?

Hon. Mr. Norton: I guess I have to say yes, at least once. I did it unwittingly. I incurred the wrath of a district health council in Hamilton when I made a decision that was contrary to their recommendation. I did not show them the courtesy of letting them know in advance of the public announcement of my decision.

Interjection.

Hon. Mr. Norton: It was after Sheila had left, I think. They raised hell and I heard about it. I felt rather bad. I would not, had I been thinking, have done it without at least letting them know that in that case I felt I could not follow their recommendation.

Mr. Wiseman: I have heard of one other one but I will not mention it.

Hon. Mr. Norton: That could very well be. Do not hesitate to remind me.

Mr. Wiseman: I wondered what your thoughts were and if you did consult them, because if they are doing our dirty work—

Hon. Mr. Norton: If you are talking about beds, there are a lot of beds floating around.

Mr. Wiseman: —they should at least be consulted.

Mr. Foulds: The case of the flying bed.

Hon. Mr. Norton: That is right. I do not know specifically the one you are referring to, but if you want to raise it with me either now or privately I would welcome the opportunity to check it out.

Mr. Wiseman: I will raise it with you later, because your predecessor did that once or twice

and I was hoping your answer would be that you would not do it.

Hon. Mr. Norton: It is certainly not my intention to do it as a matter of practice, but I think it would be impossible for me to take the position that in all cases I would implement their recommendations. That simply would not always be possible.

Mr. Wiseman: I do not want to put words into your mouth, but you would consult with them; you would not get into the same situation you had in Hamilton, you would consult with them. You may not take their recommendation; you may have to overrule it. I do not think, knowing you as I do, that you would go in and do something against what their recommendation showed and their report showed, as was done previously.

4:30 p.m.

Hon. Mr. Norton: As I say, off the top of my head, the only time I can recall having done that was in the Hamilton situation. If I have done it in others, or in another case, do not hesitate to let me know. Off the top of my head, I cannot think of when I have. It might have been done without my knowledge; I might not have realized that I was offending. As a matter of practice, I would try normally to at least alert them to the fact that I had a problem in following their recommendation.

Mr. Wiseman: Just following along with what you told our colleagues, that you are letting the district health council program go back and talk to the five hospitals and so on, and so forth, if they are going to do that sort of liaison work for you, then as a minister you owe it to them to consult them before you make your final decision, but the final decision rests with you. To sidestep them or not consult them is not right either; I know you would not do that, but it has been done in my riding previously.

Hon. Mr. Norton: I can tell you, I am going to be checking out what is going on in Lanark these days that I am not aware of to see whether I have trampled on somebody's toes.

Mr. Wiseman: I think there is one other case. I will let you know.

Mr. Chairman: You will get the question in the House one of these days.

Hon. Mr. Norton: I think so.

Mr. Wiseman: I am trying to avoid that.

Mr. Pollock: Minister, I am pleased that you came down to Belleville General Hospital on September 14 and took part in the official opening of an endoscopy unit and day surgery

unit there. It is quite an addition to the hospital. The overall cost was roughly \$400,000. It was unfortunate, though, that the hospital actually covers portions of three ridings and yet I was the only provincial member there to welcome you.

I am also pleased with your comments the other day that there is a good chance we are going to get a dialysis machine there, possibly in the hospital's next fiscal year. As you well know, I have been lobbying with you for that for about the last two years. Also, as was stated here the other day, there was a letter from the Belleville hospital board requesting it. I do not know if the letter stated that it is their top priority. I know they have many priorities there.

I have heard recently they are very concerned about their maternity wards. There are two beds in rooms that are meant for only one. There is no air conditioning in those rooms. They certainly want that maternity ward improved. I realize that will cost millions; nevertheless, I am sure it is one of their top priorities. I would hope you and your ministry would give them every assistance.

Just recently there has been a \$600,000 loan to the hospital in Bancroft to improve the facilities there. They are to update the heating. It stated right in the contract that they were going to update that with electric heating. I was curious to know why it was spelled out that it was to be electric heat.

Mr. Foulds: Hydro has more capacity.

Hon. Mr. Norton: Do you want me to respond?

Mr. Pollock: Yes.

Hon. Mr. Norton: I inquired about that. I wondered whether Ontario Hydro's advertising program with the talking furnace had got through to them and perhaps persuaded them that is the way to go. I am told that although electrical heating may not be the most efficient method for some of the larger hospitals, the heating consultants in this case, given the size of the facility and following an analysis of the electrical heating system versus propane, fuel oil and so on, felt that electrical heating was the most economical for that facility. It was not just an arbitrary decision; it was following such an analysis that the recommendation was made.

Mr. Pollock: There is no natural gas in that area. There is no gas line there. I suppose in a comparison with gas, gas would have been cheaper. Anyway I appreciate your answer, and I appreciate the fact, Minister, that I am on your top priority or one of your priorities to get nursing

home beds, only there seems to be just a little disagreement on how many I get.

Hon. Mr. Norton: Listen, the last time you raised that I told you you would get one and a half. How many do you want?

Mr. Sweeney: How many can you sleep in at one time?

Hon. Mr. Norton: Do you want doubles or singles?

Mr. Pollock: This question may be directed more to some of your staff. There was a comment that really caught me by surprise when I attended the Remembrance Day service on November 11, and the minister mentioned the tragedy and the human suffering in Ethiopia. I am sure the whole congregation plus everybody here sympathizes with that situation.

However, over the weekend it was mentioned that they were trying to fly some powdered milk from Montreal to Ethiopia. First, they could not get planes and there were no airports in Ethiopia that would handle planes flying in that powdered milk. Then they went on to make the comment that this milk was not what they really wanted and it would not be good for them.

Being a dairy farmer, I question that quite strongly. Why would powdered milk not be one of their top foods? Maybe your staff wants to comment on that.

Hon. Mr. Norton: It could be simply the fact that their diets have been traditionally different from that. We have Dr. LeBlanc here and I am sure he will give us a good explanation.

Dr. LeBlanc: Mr. Chairman, it is not well understood by many people that it is relatively rare for adults to consume milk. There are, in fact, genetic variations in the ability to tolerate the lactose in milk. The universal program of distributing milk has often led to extreme flatulence in the people who use it and the milk has ended up being discarded.

We, as a society, are able to consume large quantities, but North American Indians as adults, for example, are not usually able to properly digest milk. That is most likely to be the source of the problem. Very often when milk is provided for human use, because of their inability to digest it, it ends up being used for animal purposes.

Mr. Pollock: That is the only reason?

Dr. LeBlanc: I am assuming that to be the reason. The normal reflex in North American society is to send milk. It turns out that certain European groups and Asian Indians, because of their cultural use of cows, retain into adulthood the capacity to digest milk, but it is generally lost

in a large portion of the population at the age of six.

Mr. McKessock: Is it because they take it in too large quantities that they cannot digest it?

Dr. LeBlanc: In order to digest it, you require an enzyme called lactase, which is formed in the gut. It tends to be produced in the young and not to be produced when you are older. There are genetic variations in people who are unable to produce it even among the very young.

Mr. Wiseman: What happens to babies in that country who cannot be nursed?

Dr. LeBlanc: They have problems. The lactase—which is from lactose with “ase” on the end of it—tends to be a feature of the young. The very young have it. But there are, in fact, babies even in this jurisdiction who cannot be nursed and who cannot consume cow’s milk. For those purposes, mother’s milk banks are formed in which mothers who produce large quantities contribute milk. There are some babies who would die in the absence of mother’s milk banks to provide them what they can tolerate.

4:40 p.m.

Mr. Pollock: Is that the reason some in this country use goat’s milk, because they cannot take cow’s milk?

Dr. LeBlanc: I covered only the issue of lactose intolerance. Some people have allergies to the proteins. Switching from cows to goats addresses that. However, there are babies alive today who are dependent purely on mothers donating surplus milk to banks.

It is generally the case that with age, populations lose the ability to digest milk. I would remind you that cheese would not represent the same problem because the lactose is basically removed in the process of forming it.

Mr. Wiseman: I can sympathize with Jim, though; being in a dairy area, he knows nothing about powdered milk or that kind of thing.

Mr. Pollock: I find it a little hard to believe, really.

Dr. LeBlanc: There are other techniques of addressing it. Because the problem is recognized in North America, there are means of treating milk with this enzyme before it is consumed in order to deal with the lactose. The trouble is that it tends to sweeten the milk. For certain purposes that is not a problem, but it requires pretreatment with enzymes. There are some markets in North America where you can get lactase-treated milk in order to increase its tolerance in adults and in some children.

Mr. Pollock: Was it not a concern a few years ago that condensed milk was being sent to certain areas and was causing a lot of problems? Apparently because it was powdered or condensed milk they had to mix water with it. Of course, in a lot of these Third World countries the water was contaminated and, therefore, as soon as the baby started taking the powdered milk it got dysentery and that sometimes resulted in death.

Dr. LeBlanc: That is absolutely correct. In general, the use of powdered milk requires a reasonably patent water supply.

Mr. Pollock: I suppose they could get around that by boiling the water, but in some of those countries they do not even have the facilities to do that.

Dr. LeBlanc: That is correct. If you have been following the Sahel situation at all, you know one of the big problems is that they are denuding the land to get fuel. Obviously the boiling of water to make up safe milk will just exacerbate the push to use the ground cover.

Mr. Pollock: You mean they are burning the top soil?

Dr. LeBlanc: No, they are burning the ground cover. Because there is so little material available for fuel they are removing anything that can be burnt. As a result the desert is spreading ahead of the population, which is in extremis. Everything that can be used is being used, whether it is for fuel, heat, feeding their animals or providing housing. The land is being denuded, the soil is blowing away and the problem is accelerated. Even when it rains now, the water runs off.

Mr. Foulds: Mr. Chairman, as the minister has properly anticipated, I want to talk to him about the resolution that was passed in the Legislature last spring on the problem of what I call medically necessary travel all over the province, but particularly in northern Ontario.

I would like to start by asking the minister just a straight question about the studies that have been done into both the cost and kinds of travel that might be involved. What progress has been made, if any, since June on those studies?

Hon. Mr. Norton: There was no formal study as such. I have tried to make that clear in my responses to you in the House. There are no studies that can be tabled in the House.

Calculations were done on the basis of looking at hospital discharge data—looking at the destinations of people who were being discharged from hospitals, primarily in southern Ontario, of persons with home addresses in northern Ontario

and who were discharged to northern addresses. Working on a calculation based on the number of discharges times an average figure for transportation costs, the figure arrived at was, I believe, \$75 million, or in that range.

Mr. Foulds: I believe it was \$75 million.

Hon. Mr. Norton: Those were rough calculations, but they nevertheless gave a range.

You had a figure substantially less than that. I suppose you can cut back in various ways to narrow down the scope of any such program. I find it difficult—given the availability of resources at this time and the efforts being made to enhance health care programs in northern Ontario as a priority—to justify any universal or comprehensive program which would result in substantial health care dollars going to transportation costs as opposed to direct health care delivery. You may say the two cannot be separated. They are certainly not unrelated and obviously we have done a great deal in recognition of that, particularly with the emergency transportation system now in place.

Mr. Foulds: That is right.

Hon. Mr. Norton: The difficulty one is always faced with is this. If you had completely unlimited resources at your disposal you could do everything. Since that is not the reality with which we live, we have to make decisions on the basis of the priorities.

Unless there is a policy decision stating we are going to put the brakes on the further development of health services in northern communities—even those that are on a sort of regionalized basis—and put our eggs into the transportation basket, then I would be loath to see anything go into transportation on an annual basis, whether it is \$20 million, \$50 million or \$70 million.

Mr. Foulds: I do not see those as regionally exclusive, and you understand that. What I would like—

Hon. Mr. Norton: What I am saying is, if you are living in a dream world—

Mr. Foulds: Just hold on a minute. I am not living in a dream world. I am living in a very harsh real world in northern Ontario, Minister, not in a dream world.

Hon. Mr. Norton: The reality you have to face is that if, in a given year, you had new money to the tune of \$25 million which could be applied to health care in the north, would you prefer to apply that to transportation or would you put it towards a cancer treatment facility in Sudbury, into a facility in Thunder Bay, or into a new hospital in a smaller community in northern

Ontario? Those are the kinds of decisions you have to make.

4:50 p.m.

Mr. Foulds: If you have to make those decisions, I do not understand how you can make them without having done any studies of the relative cost-benefit, either of transportation or new facilities. It is not as if this is a new issue; it has been an issue all my political life and since the late 1960s.

I understand the restrictions of budget, both now and previously. I am absolutely astounded that when you are setting out priorities you can decide what the top three priorities for health care in northern Ontario would be without the studies to see what the benefits are. Who could make decisions without knowing the benefits from health transportation—medically necessary travel—benefits from the underserved area program and whatever?

You talk about locating services in the north. Let me assure you we accept that as a general thrust, but we recognize, and you should recognize too, that we are never going to get a Princess Margaret Hospital in Sioux Lookout. Princess Margaret Hospital, for example, is the only hospital in Canada that can handle people who need bone marrow transplants.

Hon. Mr. Norton: The Hospital for Sick Children does, too.

Mr. Foulds: But they are both here. People have to travel to them. Even if you could substantially upgrade the facilities in Sudbury, Thunder Bay or Timmins, the people would still have to travel hundreds and hundreds of miles.

My area alone, northwestern Ontario, has 58 per cent of the land mass of the province. That is not northern Ontario. That is just the five northwestern Ontario ridings. We have 3.2 per cent of the population. If we are going to be honest and realistic we know we are not going to get all the specialist facilities.

Let us deal with the point we have some agreement on, because I thought the point you made in the House the other day was not a substantial but a marginal move from the position you apparently took last spring. You said, "If I can translate the principle he espouses momentarily into the principle of eliminating any barriers to access to health care, I certainly endorse it." That is what you said. I would certainly agree with that. That is the principle we are talking about.

What I would like to know is why you see yourself as unable to provide medically necessary travel.

Hon. Mr. Norton: Perhaps where we have had some difficulty is knowing how you would define medically necessary travel. I saw your resolution as fairly universal in its scope, applying almost to any medically related travel over 200 miles, which I think was the figure.

Mr. Foulds: Yes, 200 miles. I still think in miles. It is either 321 kilometres—

Hon. Mr. Norton: Obviously if we are looking at a figure like 200 miles then that probably means we have to look at the province as a whole and not just northern Ontario, because there are certain situations in other areas of Ontario where people would have to travel that distance for certain kinds of medical care. If you were to define it in a way that it applied to care not available anywhere in the community in which the individual lived, there is something that might be looked at.

Mr. Foulds: That is how I would define it. Let us get that on the record.

Hon. Mr. Norton: The difficulty, it seems to me, will always be in terms of practical administration—what people are willing to accept.

Let us take Thunder Bay as an example. There may well be individuals there, because we run into it all the time here, who say: "I do not want to go to that doctor because he or she is not as good as the doctor at Princess Margaret or at Toronto General Hospital. That is the doctor I want and that is the care I must have."

Somehow, if the system is not going to go bankrupt, somebody has to be in a position to say: "No, that is a qualified medical practitioner. You go to him or else you pay the shot to go elsewhere."

Mr. Foulds: I thought I spoke to that in the debate. I thought you had reread the debates.

Hon. Mr. Norton: I must apologize. I did not read all of the debate.

Mr. Foulds: In your letter to me over the summer you said you did.

Hon. Mr. Norton: My staff did.

Mr. Foulds: I thought I spoke to that, because I think that if you could define, through the Ontario health insurance plan codes, for example, the services that are unavailable in the community, that would be fairly readily apparent. My argument would be that if a person, for whatever reason—say the service was something like chemotherapy, which is available in Thunder Bay—was not satisfied with the practitioners in Thunder Bay and voluntarily went elsewhere,

then I think—and I said that quite openly—that would be at that person's own expense.

Hon. Mr. Norton: We run into this all the time now with respect to people who choose to go to the United States for the kind of care the medical profession assures us is available in Ontario. That does not mean there is any reduction in support or the demand for it from members of the Legislature.

Mr. Cooke: There is a review procedure for that, too. When you reject a claim there is a process you can go through to have it reviewed. I do it all the time until it is dealt with.

Hon. Mr. Norton: There is a review procedure with respect to medically necessary travel, too.

Mr. Foulds: How many appeals would there be?

Hon. Mr. Norton: I do not know.

Mr. Foulds: Seven.

Hon. Mr. Norton: I gather they have been pretty successful on the whole. If they appeal, they usually win.

Mr. Foulds: That is right. I think that highlights the necessity for it. Frankly, what I find startling is that apparently this is an obvious need. There has been no real attempt on the ministry's part to cost it out and to run some studies on it. From what you are telling me, there has been no real attempt to define what would be acceptable as medically necessary.

I could not urge you more strongly that this work must and should be done. I think, frankly, you are going to be politically forced to do it. I hope that is the case, but I hope if that is the case you have done the studies to make sure the program implemented is one that actually fits the needs—I emphasize the needs.

Hon. Mr. Norton: I assure you we will have—

Mr. Foulds: Are there no studies going on now, no models you know of by any agency of government or your ministry, to look into what it would cost and what could be defined as medically necessary?

Hon. Mr. Norton: I do not know of any models as such. I have requested that we look at possible options. Of course that would require more detailed study down the line.

Mr. Foulds: Is there a branch in your ministry that would be doing this kind of work? For example, how do you decide which are the top three priorities in your ministry for northern Ontario? How do you decide that?

Hon. Mr. Norton: It is not necessarily done on the basis that there are three top priorities. At any given point we may have many matters on our plate for consideration for northern communities.

Mr. Foulds: I do not want to interrupt, Minister, but you say to me if you had \$75 million, or even \$25 million, you would rather do this. How do things come on your plate? How do you decide whether you are going to eat the meat or the potatoes?

Hon. Mr. Norton: My point in saying that to you was simply this: whatever the quantity of dollars available for health care in northern Ontario, it would be very difficult from my point of view, knowing the range of needs that still exist in the north, to say we will hold back on the provision of whatever we may be able to, within the scope of the resources available, in order to subsidize transportation.

It seems to me, unless you have a lot more resources available than are available, then you really have to make sure that the resources applied to transportation are not only medically necessary but probably economically necessary in individual cases.

Mr. Foulds: You accept the principle that in emergency care, in the case of trauma, travel is covered. In the case of other disease or injury, that is life-threatening but not an emergency, you do not accept the principle. That is where I find you and your ministry inconsistent.

Hon. Mr. Norton: The point I was just reminded of is that not only cases of emergency and trauma are necessarily covered, but if you are an in-patient in a hospital and require transfer to medical care in another facility, that is also covered. The difference is whether it is a transfer from one health care facility to another or—

5 p.m.

Mr. Foulds: Can I speak on that for a minute? I think that is one of the criteria that has been adopted for the ambulance service and for air ambulances. Maybe there has been a justification for that, but I want to assure you that it emphasizes the hospital-centred nature, once again, of our health care system. I would not betray the people, but you know and I know that there are people being admitted to hospital so they can get transferred. That has happened.

Hon. Mr. Norton: Yes, I am sure it has.

Mr. Foulds: It seems there has to be a better criterion you can establish, that meets those needs and still solves the problem.

Let me just, if I could—because it has become, I admit without blushing, a bit of a crusade for me—read into the record a couple of cases. These are not either the worst or the best, but they are a cross-section of more than 250 individual letters I have received. Most of them are fairly short, and I think they illustrate a cross-section of the kinds of problems people encounter. I will use only the names of the people who have given me permission to do so.

This one is from a Mrs. Martin in Kapuskasing: “We travel to Toronto at least twice a year for medical reasons. Our son, born with spina bifida, must see specialists either at the Hospital for Sick Children or the Ontario Crippled Children’s Centre. He is 10 years old and we have made 40 trips so far. Although my husband has a good job and makes a fair wage, all of our savings go towards medically necessary travel. There have been years when we have had to make at least five trips in the twelve-month period. Health transportation and services are a top priority in northern Ontario. It is vital that we get northerners a better deal.”

It is very simple, very direct—40 trips with one youngster. That service is not available in Kapuskasing. I would doubt very much if you are going to make that available.

Here is another letter, one from Kirkland Lake: “We are one of the unfortunate families who have a sick child and have to travel for medical treatments. It started in January 1983 when we were referred to a doctor in Timmins, who in turn referred us to a urologist in North Bay in February 1983. My daughter spent a week in the hospital in North Bay for tests. That doctor then referred us to a child urology specialist in Toronto at the Hospital for Sick Children.

“My daughter spent a week in the Hospital for Sick Children in July 1983, three days in September 1983, and two weeks in November 1983, for surgery. In March 1984, we returned to Toronto for X-rays and then again in September 1984 for more tests. The travelling and accommodation cost to date has been approximately \$1,885. To top things off, the doctor was not part of the Ontario health insurance plan. Each visit was \$30 for a consultation. The surgery bill was \$1,400, of which we received \$485 back from OHIP.”

A letter from Thunder Bay: “I made two trips to Toronto to Mount Sinai Hospital within 30 days in 1983, accompanied by my wife as I was not able to travel alone. The travelling expenses amounted to \$1,500, which was not covered by OHIP or any other hospital plan. The only

concession I was able to qualify for was reduced airfare because I am a senior citizen." That is from Frank Ohlgren in Thunder Bay.

Another brief letter—I am just quoting part of it: "As an employee of the local medical centre in a relatively small community in northern Ontario, I work for six doctors. I see referrals to specialists on a daily basis. Unfortunately, I also see many cancelled appointments to the specialists because the patients cannot afford the costs of travel, accommodation, lost-work time, etc., that go with the appointment.

"I hope the day will not be far off when everyone in the province has equal opportunity to obtain the best health care available."

A letter from Thunder Bay—and this one I would like to go through because of the history involved: "In September 1980, our daughter was transferred from McKellar Hospital to Sick Kids. Mom and dad accompanied daughter. Approximately \$600 for flight. April 1981, mom and daughter flight to Sick Kids. August 1981, family motored to Toronto to take daughter to Sick Kids. February 1982, Sick Kids, flight. November 1983, Sick Kids, flight. August 1984, family motored to Toronto, daughter in hospital 10 days.

"Son was given sweat chloride tests that showed up positive. Possible CF. Specialist in Thunder Bay sent us to Sick Children's, as there was not the advanced technology available in Thunder Bay to make a positive diagnosis. Flight, mom and dad and son, \$780. March break, drove down to take son down to southern Ontario. We had to stay at a hotel because the hospital was full.

"My husband, a school teacher, makes a reasonable wage, but not one which can stand this constant drain. We have never asked for any help, nor have we ever been offered any. As well as having the emotional draining of a sickness or disease to deal with, many like ourselves are drained financially as well. The travel expenses to major medical centres cost hundreds and hundreds of dollars."

There are literally dozens of other letters, hundreds. I just want to say that you cannot argue that we have equal access to the health care system, as it is defined in this act. It does not say comparable access in section 6 of the act. It says "equal access," and you cannot say we have equal access when families like these, time and time again, do not have access. Even more important, those who do, in paying for it, suffer financial hardship.

The letter from the receptionist in the doctor's office, who emphasizes that time and again she has seen people postpone or cancel their appointments to see specialists, appointments made on the advice of their physicians, indicates there is a very real barrier to equal access. That is what we are arguing about. That is what we in the north feel is our right and, if I may say so, that is why I personally resent anyone—whether it is you or my leader or anybody else—who uses the word "subsidy" when talking about health transportation.

I define the term very narrowly. I define it as being a necessity and I would give the doctors and you people the responsibility to define the service that is not available. That should not be beyond the wit of man, or your ministry, or the medical profession. Those services that are not available must and should be covered within our lifetime.

The Vice-Chairman: Does the minister have a reply?

Hon. Mr. Norton: I have nothing to say. I have already said it.

The Vice-Chairman: Mr. Foulds, are you through?

Mr. Foulds: I have one other subject, if I could switch.

I heard a rumour in Thunder Bay that I have not been able to substantiate in any way, shape or form, but it had to do with an alleged death of a patient in the psychiatric hospital in London last week.

Mr. Raymond: There was a death two weeks ago.

Mr. Foulds: Is there an automatic investigation when that kind of thing happens and an inquest?

Hon. Mr. Norton: You want to believe there is. There is a medical investigation and the police and the coroner would be involved.

Mr. Foulds: There is a coroner's investigation?

Hon. Mr. Norton: We are doing an investigation ourselves of the circumstances. There have been criminal charges laid, murder.

Mr. Foulds: There have been?

Hon. Mr. Norton: Yes. In fact, I believe the individual who was charged has already appeared on a couple of occasions at least.

Mr. Foulds: I did not know the procedure in that case. Was it a patient versus patient sort of thing?

5:10 p.m.

Hon. Mr. Norton: Yes. It is a particularly awful—

Mr. Foulds: A difficult and awful situation. Could you briefly outline what investigations are taking place?

Hon. Mr. Norton: I do not want to discuss it very much at this point, given the fact that the individual is charged with murder and, as far as I am aware, the investigation is still under way.

Mr. Foulds: Okay. Thank you.

Hon. Mr. Norton: I can assure you they are being fully co-operative, and we want to get some answers.

The Vice-Chairman: I do not want to be difficult, but Mr. Cooke is up next, then Mr. McKessock and Mr. Sweeney.

Hon. Mr. Norton: Given the fact that Mr. Cooke is up next, which obviously is always difficult, may I excuse myself for a few moments?

The Vice-Chairman: That is difficult.

Hon. Mr. Norton: Mr. Cooke can carry on in my absence.

The Vice-Chairman: It seems rather irregular. All I point out is that we have some votes and some things we want to get through.

Hon. Mr. Norton: We can do that tomorrow. Let us let the clock run for a few minutes.

The Vice-Chairman: Okay. Mr. Cooke, is there anything you can do in the way of questioning?

Mr. Cooke: No, I want to wait for the minister.

The Vice-Chairman: Enjoy that cigarette; I tried. Mr. McKessock.

Mr. McKessock: I want to wait for the minister.

The Vice-Chairman: I want to wait for the chairman to come back. I do not know how I got here.

Mr. Wiseman: How much time do we have left?

The Vice-Chairman: We have until 5:45, then I believe there is a vote in the House.

Mr. Wiseman: I wonder if I could ask the deputy a question, Mr. Chairman.

The Vice-Chairman: Certainly, Mr. Wiseman.

Mr. Wiseman: With respect to all the hospitals that want money for expansion, or new hospitals and one thing and another, and

knowing that the teaching hospitals get 100 per cent dollars for capital and the smaller hospitals, such as most of us represent, get two-thirds funding, has any thought been given to creating more jobs by giving us the hospitals and the additions we need and reducing the amount going to teaching hospitals to maybe two thirds and to the smaller hospitals such as those in my riding to 50 per cent? Instead of telling those hospitals they can build in 1995, this way we could back that up to perhaps 1990 or even the 1980s.

I say that because, in my experience, many of the teaching hospitals seem to be competing with one another instead of doing what I hoped the district health council would do, which would be to say that, if there is a computerized axial tomography scanner in one, perhaps there need not be one in another across the street, but that one would have some equipment the other did not. Maybe I am all wrong, but the teaching hospitals seem to believe the sky is the limit when they do not have any of their own dough in there.

I think even the smaller hospitals would be more responsible to the community and the people if they had to get half their funding from the community itself. I wondered if the ministry had made any recommendations along that line, to Management Board or to cabinet or whatever?

Mr. Raymond: I think a more flexible approach to funding means taking the hospital's stand on it into account.

Mr. Wiseman: Now that the minister is back, I was just saying that rather than stay at 100 per cent funding for teaching hospitals, maybe if we dropped that to two thirds, and in hospitals such as I have in Perth, Smith Falls, Carleton Place and Almonte to 50 per cent, I think their demands on the ministry would not be quite so heavy if they had to go to their people for half their funding. The teaching hospitals would watch the dollars a little more closely if they had to put in at least a third. We would create a lot of jobs and get the needed services in a lot of areas on side a lot faster.

Hon. Mr. Norton: There is no doubt we have to look at ways of dealing more adequately with the capital dimensions of the health care system. We can look down the line at the balance of this decade and find some staggering capital implications for the ministry. I do not think we should officially put a damper on that, but one thing we have to do is look for more creative ways of dealing with those capital costs. I do not know offhand what they might be.

It is true that some communities are already coming forward with funds for capital projects in

excess of their normal one-third share. That indicates, at least in some instances, the capacity is there to raise more than the present formula would call for. For smaller capital requirements, it is not uncommon for them to be coming forward with 100 per cent of the capital already raised.

The other aspect of the capital problem I feel we must address is the efficiency of the way we approach construction these days. I am convinced there are better ways of doing it, especially for smaller hospitals. I do not think we need—and this, of course, is sacrilege if you say it in the presence of an architect—to reinvent the wheel every time a new hospital or a new hospital wing has to be built.

This is being addressed in some other jurisdictions. Alberta is one place where they have begun to use standard types of hospital construction for smaller facilities. I do not understand why it should not be possible to develop some prefabricated components for smaller hospitals as well. That ought to lead to some savings. If you look at a \$60-million hospital, you are looking at a big chunk of money going into design.

Mr. Wiseman: You mentioned that in small projects they will put up 100 per cent funding, and many of them said they would put in more than one third. I am getting that reading from our little hospitals. Would you not think on that basis that a different formula for funding should be looked at, particularly with the large capital outlay for building that is coming up in the future? It would certainly help to create a lot of jobs in the building of these new institutions as well as helping the people who need them.

Hon. Mr. Norton: I am not averse to seeking flexibility in that area. One thing we have to be careful of is that there might be some communities where a significant change in the formula could have a major impact upon their capacity to proceed with necessary construction. Some communities have done a marvellous job.

Mr. Wiseman: They may be very small compared to the ones sitting there with lots of dough.

Hon. Mr. Norton: I sometimes wish the ministry had the amount of money in a reserve fund that some hospitals across Ontario have.

Mr. Wiseman: That is what I would like to see you get your hands on, a little more of that.
5:20 p.m.

Hon. Mr. Norton: I have reason to think that one hospital has approximately \$150 million in its foundation. I am not going to name it.

Mr. Wiseman: I will bet you, without telling us the name, that it is a teaching hospital.

Hon. Mr. Norton: Some of the smaller hospitals have done a marvellous job. If you look at Owen Sound, that community deserves a lot of credit; they managed to raise approximately \$15 million for the capital towards their new facility. You see some larger communities saying, "Oh, we cannot raise one third." I would love to use the example of Owen Sound.

Mr. Sweeney: The problem is that in some of the larger centres, such as my own, it is not just the hospital but the universities, the children's aid centres and our crippled children's centres that are raising money too. You have more competition once you get into a larger centre.

Hon. Mr. Norton: I come from a smaller-sized city as well. It happens to have the university out raising funds all the time as well as several hospitals and so on. But universities realistically go much beyond local borders in terms of some of their fund-raising efforts, and in fact so do some of the hospitals.

The community I come from had a capital fund-raising project jointly between two hospitals. The target was \$7 million. They thought it was going to take a few years to raise, but they did it in a few months. Most of the money was not even raised locally. They were pulling the money in from corporations all over the place that had money in their coffers. They had a good fund-raiser.

Mr. Wiseman: Most of the funds—\$750,000 to \$1 million—for the library in Kingston, came from my wife's uncle in the United States.

Hon. Mr. Norton: That is where you got all your money, is it, a rich uncle?

Mr. Wiseman: No. But that money came in because he was a graduate from there.

Mr. Cooke: I am wondering whether the minister or somebody from his staff could tell me about this waiting placement fee, which I raised earlier in the year—

Hon. Mr. Norton: The chronic care co-payment?

Mr. Cooke: It was not called the chronic care co-payment; these people were in active beds. Why is it that some of the hospitals, the one in Burlington in particular, had this fee going for three years and your ministry did not do anything about it?

Hon. Mr. Norton: I can assure you I was not aware of it. I do not believe the ministry staff were aware of it until just around the time I

became aware of it. It was never a practice that was condoned, in any official way by the ministry, that I was aware of.

Mr. Cooke: I am not saying it was condoned. I am just saying that in one hospital it went on for three years. The hospital in my own area assured me—and we talked to them two or three times after we raised it—that they informed your staff and your staff offered no objections and that is why they were determined to go ahead with it. In fact, one hospital in the Niagara Peninsula had to receive your final ultimatum that either they did not do it or you were going to introduce retroactive legislation.

Somebody on your staff had to have screwed up if it was not reported back to you. If that is the case, and if this was not illegal but certainly against ministry policy, I cannot understand why there was no effort to go after the hospitals that had been charging those fees to make them pay back the people who had been charged against ministry policy.

Mr. Chairman: Was this for people who were coming on their own?

Mr. Cooke: There was a waiting placement fee; nearly \$500 a month was charged for people who were in active treatment beds waiting for chronic care beds. The hospital in Burlington, in particular, was charging for three years but there was no effort on the part of the ministry to get that money back to the patients who were charged illegally.

Mr. Chairman: Did the patients pay it, or was it covered under the Ontario health insurance plan?

Mr. Cooke: It was not covered under OHIP.

Hon. Mr. Norton: They were trying to charge the chronic care co-payment in acute care hospital beds where the patient had been assessed as requiring chronic care, but was awaiting placement and was occupying an acute care bed. One of many concerns I have with that is that it provides a disincentive to place the patient in an appropriate level of care when it is available.

I would assume that one of the problems we would encounter, if we tried to ensure that everybody was reimbursed, would be tracking everybody down if it was something that had gone on for more than three years. It is my understanding that at the Joseph Brant Memorial Hospital in Burlington, to which you made reference, it has been confirmed that the refunds are being made now. I do not know whether they have all been completed yet.

Mr. Cooke: They are going back three years and providing refunds?

Hon. Mr. Norton: I do not know how far back they are going.

Mr. Cooke: Do hospitals not file annual budgets with the ministry?

Hon. Mr. Norton: It is not on a line-by-line budget any longer; the budgeting process is done on a global basis. The financial reports we receive from the hospitals would not itemize the charges to patients on an individual basis, and therefore from that source it would not be possible for the ministry to know they had such a practice.

In the case of the Kitchener-Waterloo Hospital, the ministry staff became aware through a news item in February 1984 that the hospital was charging such fees. The response was immediate and the hospital was notified that it was contrary to ministry policy. When it became known that it was continuing in spite of that communication—

Mr. Cooke: When was that?

Hon. Mr. Norton: In June.

Mr. Cooke: So you sent them a letter in February when you become aware of it but no one followed up on it until June?

Hon. Mr. Norton: It was followed up in June with a telex to the hospitals—you are familiar with that—when I became aware that, in spite of the communication, the practice was being continued by some. It basically presented them with an ultimatum: If they continued that practice, the money would simply be deducted from their budgets and the patients reimbursed.

Mr. Cooke: I do not know. I think somebody made a rather drastic mistake in your ministry.

Hon. Mr. Norton: I know you really do think I am the embodiment of Big Brother, but I do not happen to know everything that is going on everywhere across the province.

Mr. Cooke: It is up to you to protect the patients.

Hon. Mr. Norton: Of course it is, but that does not mean I am omnipresent.

Mr. Cooke: My hospital assures me it talked to the regional staff, who I assume, like all other regional staff, work out of London, and received the go-ahead. The only time it was stopped was when I wrote the letter, despite what you said in the papers.

You are saying that some of the patients are now being reimbursed.

Hon. Mr. Norton: Some are. I do not know whether that is universally the case. I will see if I can find out for you.

Mr. Cooke: Regarding the increases in the chronic care co-payments that are in line with the pension increases, would you not agree that the quarterly adjustments that are made to nursing home co-payments and chronic co-payments were always envisioned to be in line with the cost of living increases in the pensions?

Hon. Mr. Norton: Yes, if I understand your question.

Mr. Cooke: The adjustments every four months.

Hon. Mr. Norton: Yes, that is clearly related. In addition, it is tied to maintaining the disposable income levels for the \$110 comfort allowance at a constant level subject to periodic adjustments.

5:30 p.m.

Mr. Cooke: The quarterly payments were indexed and in line with the consumer price index. Then we got the announcement in March or February, or whenever the Treasurer announced the increases in the guaranteed annual income system and the guaranteed income supplement, which were quite different from the quarterly cost of living increases. They were major increases to bring singles on basic incomes more up to what couples on a basic income live on.

If the quarterly increases are supposed to be in line with the consumer price index, do you not think the original purpose was not to bring in those major increases, which after the two stages will mean almost \$1,000 in increased payments, for people who do not get these pension increases?

Hon. Mr. Norton: No. First of all, the point you are missing is that we are talking here primarily about individuals who have become long-term residents of a long-term care facility, a chronic hospital, a nursing home, a home for the aged or are in extended care.

You have to bear in mind that the individuals have pensions that are being provided to ensure their capacity to provide such things as their food and accommodation. If they are living in the community, in their home or wherever, that is where their income would be applied for their accommodation and their food. The fact that they may have taken up residence in a long-term care facility really does not change the purpose of their pension. The pension is being provided to cover the same basic food and accommodation costs.

Since their place of residence in a long-term care facility is much more costly than would

normally be the case in their home, therefore it is heavily subsidized, whether it be the health care component or even the food and accommodation component, or what is sometimes referred to as the hotel component.

What is done there is that in an effort to ensure that the individual has some reasonable level of disposable income, in spite of the fact that his accommodation would be more costly than his pension would afford in that long-term care facility, a part of it is reserved for his own discretionary use as a comfort allowance. The balance of it is applied towards the cost; it does not cover the whole cost but it is applied towards the cost.

Mr. Cooke: I understand that, but what about those who are at home, those who still have spouses trying to live on their own?

Hon. Mr. Norton: The spouses who are at home, if they are over 65, are also in receipt of a pension.

There is one area where I believe there is an inequity, and I would like to be able to address it. From the data I have seen and the discussions I have had, I do not believe it is a large problem in terms of numbers of people, but it is the very kind of case you have touched upon. I think it is a much more difficult one, and it is one that has to be addressed as soon as we can.

The area I refer to concerns those individuals who are under the age where they would be eligible for old age security, guaranteed income supplement and Gains and where they have dependants. I have asked that we work up some options as to how we might address that. I do not necessarily have the resources at the moment, but I do believe it is something that has to be addressed. Depending on the magnitude of the problem, we may be able to find a way of doing it fairly soon. I do not know yet what its dimensions are, but I understand it does not involve a large number of people.

Mr. Cooke: It may not be a large number of people. I know I have heard from about three people in my own riding. The one case we raised was from northern Ontario, from Sudbury, from the riding of Nickel Belt.

Hon. Mr. Norton: You may recall that when the chronic care payment was introduced there were special provisions made for those persons under the age of 65. What we really should do is look at a similar sort of accommodation or arrangement in long-term care facilities generally that would take into consideration that those persons under 65 would not have the same pension—some might have more resources as

opposed to less—but they might have dependants at home. That is something we are trying to address.

Mr. Cooke: There are also some people who are over 65 with small private pensions who are experiencing this near-\$1,000 increase when the second phase comes in, who have slightly higher costs of living at home and who are in a very desperate position now because of this increase.

Hon. Mr. Norton: High cost of living at home, did you say?

Mr. Cooke: Because they are not necessarily in rent-geared-to-income housing. In one case in my own riding, the lady has a very small Ford pension from her husband, who is in a nursing home. She is not in geared-to-income housing and she is now going to be in the position where this is the straw that broke the camel's back. She is going to have to get out of her private apartment and apply for geared-to-income housing and go on a one- to two-year waiting list. When you have a very small disposable income, an additional \$1,000 is a big additional cost.

Mr. Chairman: I want to mention, while there is a hiatus here, that there are three other people on the list.

Mr. Cooke: The estimates have not worked out the way I thought they might. It used to be, in the old system, that the critics got to raise questions. Mr. Sweeney and I have not been on the list to ask any questions during the whole time, except for our opening statements.

Mr. Chairman: Mr. Sweeney is on the list.

Mr. Cooke: He is now.

Hon. Mr. Norton: Is your constituent aware that if one spouse is in a long-term care facility, the other one—I assume she is also on a pension, did you say?

Mr. Cooke: Yes.

Hon. Mr. Norton: She would be eligible to file, for purposes of the guaranteed income supplement, to be treated as a single individual.

Mr. Cooke: Filing as a single is quite difficult for some people because they really view it as a paper separation. That is how it is described to them. I have talked to Beacon Hill Lodge and to the Metropolitan General Hospital.

Hon. Mr. Norton: It is not a paper separation. The fact is that if you encourage that kind of perception, then of course people are going to be worried about it, but—

Mr. Cooke: That is how it is explained to them.

Hon. Mr. Norton: By whom? By you?

Mr. Cooke: No, by Beacon Hill Lodge and by the Metropolitan General Hospital. That is how it was explained in both cases to the two constituents with whom I have dealt personally.

Hon. Mr. Norton: There are always some people out there in the system who try to make life as difficult as they can instead of making it easier for people.

Mr. Cooke: Surely there is an easier way of dealing with it.

Hon. Mr. Norton: If there are people on the staffs of such facilities out there who are no more sensitive to elderly people than to use that kind of terminology, I hope to God they do not have degrees in social work. They probably have.

Mr. Cooke: I doubt it.

Hon. Mr. Norton: Some of them are motivated by ideological things rather than being concerned about the sensitivities of the elderly.

Mr. Cooke: I do not think that is the case. I think we are dealing with—

Hon. Mr. Norton: Come off it. You know damned well that is the case in a lot of instances. We have had this discussion before. If we had more sensitive, caring individuals out there working with some of these individuals, rather than—

Mr. Cooke: If we had fewer user fees we would not run into these problems.

Let me ask two other questions that will take 30 seconds. I would like to get an update as to where the ministry is now with the proposed birthing centre? Are you still rejecting it out of hand in Toronto, or are you prepared to go along with, I gather, a commitment from the old federal government that there be some initial funding given—

Hon. Mr. Norton: The group, in fact, has agreed to work with one of the hospitals—St. Michael's, is it not?—in the development of a birthing centre under the wing of the hospital. I am not sure of the specific location or whether it is in or near the hospital. My understanding is they are now working together on the development of a proposal.

Mr. Cooke: So it is not dead at this point as far as you are concerned.

Hon. Mr. Norton: No. The only thing I had maintained from the outset was that we are not prepared—I know you get conflicting advice—to promote the concept of free-standing birthing centres in the sense that one did not have the support and backup of a hospital and the support

and backup of a medical advisory committee and the kinds of things one would normally rely on.
5:40 p.m.

Mr. Cooke: I do not think they were ever proposing something that did not have a backup. They do not want it to be dominated by the medical model.

Hon. Mr. Norton: All right. My understanding is that at least there has been an acceptance of the principle that they will work with a hospital. St. Michael's Hospital is working with them to develop a proposal.

Mr. Cooke: I have written a couple of letters to the minister about a problem. At least it is a problem in southwestern Ontario; I do not know if it is a problem elsewhere. That is the lack of professionals in St. Thomas Psychiatric Hospital for people who have experienced brain damage through car accidents or, in one case, a fight.

Since they are in a psychiatric hospital, they are treated as if they have psychiatric problems, but there is no neuropsychological staff at St. Thomas. As a result, the basic problem is never dealt with, because there is no professional staff with the knowledge or ability to deal with it.

From the patient advocate, as well as parents and other staff with whom I have discussed the St. Thomas problem, I gather it is very serious. My understanding is that the hospital has put forward proposals to the ministry in the past, but there is no funding.

Mr. Chairman: You say you have written the minister letters about this?

Mr. Cooke: I have got inadequate replies.

Hon. Mr. Norton: What?

Mr. Cooke: All I get back are replies on the specific cases and nothing about the overall problem.

Hon. Mr. Norton: You have written to me about specific cases and I have responded to those specific cases.

Mr. Cooke: I asked for a general answer as well.

Mr. Chairman: Why do you not give him a general answer?

Hon. Mr. Norton: Now or later?

Mr. Chairman: Later.

Mr. Cooke: The chairman is overly concerned with time.

Hon. Mr. Norton: I do not mean to make light of this. I recognize that there is a problem. In fact, I have an almost identical situation with one

of my own constituents. It is not something I have a neat and simple answer for.

Mr. Chairman: But you will write to him; you will reply. You will write.

Hon. Mr. Norton: If you say so, Mr. Chairman, I will reply.

Mr. Robinson: On a point of order, Mr. Chairman: the bells are going to ring at a quarter of six, which is three minutes from now. I understand you still have all the vote to call and carry.

Mr. Chairman: Yes.

Mr. McKessock: Mr. Chairman, I will state one sentence and we will carry them all. I will be short, because this involves the licensing of 10 nursing home beds.

Interjections.

Mr. Chairman: Mr. McKessock, just carry on. Ignore this.

Mr. McKessock: This involves the licensing of 10 nursing home beds in Meaford.

Interjections.

Mr. Chairman: Quiet.

Mr. McKessock: The minister is well aware that this matter has recently been brought to your attention. I wrote you a letter on it last week. I just want to summarize it. It will take a short answer from you. You can say, "Yes, I will do it right away," and I will be gone.

Hon. Mr. Norton: Those short answers sometimes get one in trouble.

Mr. McKessock: There is something unique in this situation. As you are aware, the Markdale Home for the Aged began renovations two years ago. They just completed them this year. They made two rooms into one and really cut down on accommodation. They also did away with extended care.

At the time the renovations began, 10 extended care patients were transferred to the Meaford Nursing Home, which had 10 beds available although they were not licensed. Meaford Nursing Home accommodated these 10 people. They have been there now for two years, and the home for the aged in Durham has been built. They have been given an option. The two-year period has run out and they can either make arrangements to stay at the Meaford Nursing Home, which would mean licensing of these 10 beds, make other arrangements—I do not know what these would be—or be transferred to the new home for the aged in Durham.

However, the new home for the aged in Durham does not take extended care patients. If a

patient becomes extended care while a resident there, he may stay, but they do not accept extended care patients.

Mr. Chairman: Just keep going.

Mr. McKessock: I hate talking into the air.

Further to that, I think Meaford Nursing Home has been good enough to accept these 10 residents over the last two years, and I think it would be a proper thing to allow it to continue to take them. They have been really doing a service to the ministry over the last two years and it would be proper at this time to grant them that licence so they might be able to continue.

It would not only be good for the nursing home, but also these patients would not have to be transferred again and they could remain there.

Hon. Mr. Norton: It is not just a matter of licensing them. It obviously has financial implications. The reason they want the beds licensed is so that the funding would also flow. My problem at the moment is that I do not have the beds with which to exercise that discretion. I can assure you that if I do get an allocation of beds which would allow me that kind of flexibility, I would certainly be prepared to look at their situation in the context of the other priorities that I have to try to address.

There are a number of situations not dissimilar to that where there have been requests for small numbers of beds to redress particular local problems. If we get the beds, I would be glad to do it.

Mr. McKessock: You understand the Grey-Bruce health council did say in its report that beds were needed in the area.

Hon. Mr. Norton: Yes.

Mr. McKessock: Do you also realize that they have been accommodating the ministry? They did not need a licence, according to the ministry, for these last two years. They have been accommodating because the ministry needed a place to put these residents.

Hon. Mr. Norton: Are they being funded as extended care beds?

Mr. McKessock: They are being funded as extended care even though they are not licensed.

Mr. Chairman: That is something he should cover with a good letter.

Mr. McKessock: There it is, Mr. Chairman.

Hon. Mr. Norton: I was wondering why I was not familiar with this letter you were referring to. It is probably still in the mail.

Mr. Chairman: You have two weeks to reply.

Hon. Mr. Norton: Is this a copy?

Mr. McKessock: You may have that.

Mr. Chairman: All right, gentlemen—

Mr. Sweeney: Excuse me, we gave the minister some Orders and Notices questions. Answers were supposed to be given to us some time during these debates. I have not had them yet. Are we getting them?

Hon. Mr. Norton: Those are the ones that Ms. Coppins put on?

Mr. Sweeney: Yes.

Hon. Mr. Norton: I understood those had been withdrawn and there was now a resolution before the House that Mr. Peterson had placed.

Mr. Sweeney: Could you send me a note on it?

Hon. Mr. Norton: Yes.

Mr. Sweeney: I do not need it right now, but just tell me what is happening.

Votes 3401 to 3404, inclusive, agreed to.

Mr. Chairman: This completes consideration of the estimates of the Ministry of Health.

Regarding tomorrow's meeting, there is some question as to whether we are meeting at one o'clock or two o'clock. The clerk will be calling your offices and advising you between now and 12 tomorrow.

The committee adjourned at 5:48 p.m.

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No. S-8

Hansard

Official Report of Debates

Legislative Assembly of Ontario



Standing Committee on Social Development

Estimates, Ministry of Citizenship and Culture

Fourth Session, 32nd Parliament

Wednesday, November 14, 1984

Speaker: Honourable John M. Turner

Clerk: Roderick Lewis, QC

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, November 14, 1984

The committee met at 2:10 p.m. in room 151.

ESTIMATES, MINISTRY OF CITIZENSHIP AND CULTURE

The Vice-Chairman: I see we have representation from the three parties. This is the beginning of five hours of the estimates of the Ministry of Citizenship and Culture. I welcome the minister. We will open as usual with a statement from the minister.

Mr. Pollock: Mr. Chairman, I understand the minister has another engagement at five o'clock. Is that not right? We are going to shut down the committee at five o'clock?

The Vice-Chairman: We could adjourn at five if you like.

Hon. Ms. Fish: Mr. Chairman, I am very much at the committee's disposal. I had a series of things on today, but when I understood the committee wanted to sit for five hours I arranged for others to attend on my behalf today. I am at the committee's disposal.

Mr. Henderson: The committee will not be sitting for five hours.

The Vice-Chairman: I do not think that is what the minister said.

Mr. Henderson: Five o'clock is adjournment time.

The Vice-Chairman: What is the wish? Does five o'clock seem to be a nice round time?

Mr. Grande: I have other commitments then; so I need to leave here by five o'clock.

Mr. Henderson: It is a foregone conclusion that on Wednesdays we adjourn at five o'clock.

The Vice-Chairman: I think I hear unanimity. Please proceed.

Mr. Robinson: Can I ask before we start what we are going to do next week? Are we going to have the bill that is being sent down from the House, which is going to go through second reading tomorrow, and is it going to affect the progress of that bill if we do not complete a larger portion of these estimates today?

The Vice-Chairman: Are you referring to Bill 82?

Mr. Robinson: No, Bill 93, the library bill.

Mr. Chairman: I do not know.

Clerk of the Committee: I understand the plan is to complete the estimates on Monday and then get to the bill. That is my understanding at this point.

The Vice-Chairman: Apparently, Mr. Robinson, the plan is to complete the estimates first on Monday and then go to deliberation of the bill.

Mr. Robinson: The reason I ask is to make certain in this committee that we still agree to complete committee deliberations of Bill 93 next Wednesday, so we do not lose another week.

Mr. Pollock: I thought we were going to hear briefs on Bill 93.

The Vice-Chairman: If I understand what Mr. Robinson just said, we have until Wednesday.

Clerk of the Committee: We are supposed to have three days.

The Vice-Chairman: That is only two days.

Clerk of the Committee: There will be the following Monday.

Mr. Edighoffer: I do not see how we can set any time. The bill has not received second reading yet.

Mr. Grande: On Thursday night we will be dealing with Bill 93 and second reading debate.

Mr. Sweeney: We still have to finish the Theatres Amendment Act on Thursday night, and that could go on for a while.

The Vice-Chairman: What is the point you are trying to make?

Mr. Robinson: I understood the three parties agreed to complete second reading of Bill 93 tomorrow and that it was going to be sent down here next week for three days and three days alone, to be completed and to be returned to the House within that time frame for third reading.

The only reason I raise that now is that if we are loading on extra estimates—and I do not argue with my friend, Mr. Henderson, as to adjournment today—we should be know whether there is still agreement to complete Bill 93 on Wednesday.

The Vice-Chairman: As I understand and as Mr. Grande just said, we cannot agree on that

because we do not know where we are on Bill 93 because we have not got to Thursday evening yet.

Mr. Robinson: It was just for the information of the committee. We can leave the matter.

Mr. Grande: That is a matter for House leaders to discuss and to come to terms with. I do not think we should be worrying about the House leaders and what they are going to be doing. All the House leaders have to know is that this committee sits on Monday to deal with estimates and that is it.

The Vice-Chairman: It is not quite that simple but nevertheless let us carry on.

Hon. Ms. Fish: I would like at the outset to introduce some of the people who are with me today because, in addition to myself, all of the people who are with me are involved in the estimates of this ministry for the very first time.

Immediately to my left is Mr. Bernard Ostry, my deputy minister. Sitting in the rear of the room are Mr. Mark Larratt-Smith, my assistant deputy minister of culture; Mr. Randy Norberg, my assistant deputy minister of citizenship; Mr. Dave Wood, my executive director of administration and finance; and Mr. Vince Devitt, my director of communications.

Mr. Sweeney: How come there are no women?

Hon. Ms. Fish: Excuse me, but the woman is the minister.

The Vice-Chairman: Now we have that straightened out.

Hon. Ms. Fish: I think all of the members will have a variety of things on the desk in front of them. They are illustrations and material that you are welcome to keep. They are illustrative of the activity of the ministry and some of the ministry's agencies to which I will be making reference in the course of my statement.

A copy of the statement should also be included with the material in front. I will be delivering virtually all of the statement, but I should caution you that there will be sections I will point out that will have considerable detail and, rather than taking the time to read all of the detail, I will simply make reference to it for the record and for Hansard and you can peruse the written text at your leisure.

Mr. Grande: I am remembering we have just five hours.

Mr. Henderson: It has been some two weeks since we have had a report on Jim Renwick and his health. How is Jim?

Mr. Grande: Jim is very well. He is at home convalescing. My understanding is that within the next two weeks he will be here working as hard as ever.

Mr. Pollock: How is Richard Johnston coming along?

Mr. Grande: Richard is a little different story. Richard is going to be away from this place for a while, at least until the Christmas break.

Mr. Henderson: I think the committee should extend its best wishes to them. They have both served on this committee for quite a length of time and we hope that they are better. We are not sure that we are wishing them well in their political future, but we do wish them well physically.

Mr. Grande: I appreciate that.

The Vice-Chairman: We have to get to this statement one of these times.

Mr. Grande: That was important, and I thank you.

Hon. Ms. Fish: It is a pleasure for me to appear before this committee for the first time to present the estimates of the relatively new Ministry of Citizenship and Culture.

Ontario's society is rich in its diversity. One in four of her residents was born outside Canada; nearly 85 ethnocultural groups make up her society today. Despite challenging times, our diverse cultural communities are flourishing as never before. The credit belongs to the individual citizens and artists who have taken the initiative and made the commitment to build a province based on imagination, sharing and mutual respect.

This ministry is about people, about access, participation, self-expression and sharing. Our basic purpose is to help weave the social fabric of Ontario, to bring people together and open the doors to new experiences, new opportunities and wide participation in the richness and variety of Ontario's cultural and community life.

In and of themselves, culture and the arts are fundamental to the vitality of our society, but additionally, the economic impact flowing from these pursuits warrants a higher profile. According to the latest Statistics Canada figures, cultural activity nationwide represents an \$8 billion industry. Culture, by the way, is defined as including the performing and visual arts, literature, heritage, libraries and the cultural industries.

In the past decade the work force in the cultural domain has grown twice as fast as the overall Canadian labour force and now totals some

234,000. I think it is instructive for us to remember that 42 per cent of Canada's arts employment is located here in Ontario. Culture is clearly a labour-intensive sector which will be an increasingly important source of jobs as technology advances.

A vibrant and flourishing cultural community will, I believe, go hand in hand with a dynamic, prosperous economy in the decades ahead. Creating jobs for young people, preparing our citizens and especially children for the computer era, opening doors so women can fulfil their potential—these pressing goals have also shaped the ministry's programs and services.

2:20 p.m.

To realize this social and economic potential, the ministry is dedicated to forming close working relationships and stronger, richer partnerships with multicultural groups, arts organizations and all who share our commitment to citizenship and culture. Our staff are not remote bureaucrats, but accessible, active participants in community life across the province.

We have no more important goal than to deliver programs and frame policies that strengthen community-based activities in both the metropolitan areas of the south and the less populated regions of the north. Our mission is to unlock the gates of participation for all our citizens. We especially strive to bring artists of all backgrounds into the mainstream where their contribution will be appreciated and put to work for the benefit of all.

I see this ministry as the guardian of the harmonizing and humanizing dimension of government. Our challenge is to sustain common bonds in an increasingly diverse and pluralistic world and preserve humane values in a technological age.

The ministry is firmly committed to another key government objective, namely, advancing the position of women. Our current priority here is to work with our major cultural institutions to follow up the throne speech commitment to encourage and strengthen affirmative action in crown agencies. Based on our initial discussions, I am confident the agencies realize the importance of implementing affirmative action within their operations and will continue to respond to the government's policies in this field.

The ministry is also determined to address the special needs of women who are members of our client groups. I will touch on some of these specific measures during the course of my remarks.

I am proud that my ministry has taken a leadership role in bringing Ontario's bicentennial celebrations to life, for citizenship and culture are what the bicentennial is all about. From the aboriginal peoples, early French explorers and Loyalist settlers to the newcomers at Welcome House in 1984, we are celebrating the unique contributions of all the diverse groups that have made Ontario their home.

I will highlight a few outstanding initiatives; others are more fully described in the text before you.

To underline the vital role of the arts in Ontario's history, the ministry was proud to present Bicentennial Showcase, a fully professional, family-oriented variety show. Highlighting a range of artistic expressions from classical to contemporary, the 90-minute spectacular brought the best of Ontario's performing artists to small and medium-sized communities this summer. A special bicentennial event for children, produced by TV Ontario's Polka Dot Door, toured smaller communities surrounding the main showcase locations.

For the first time, Ontario co-hosted a citizenship court with the federal government. I was honoured to attend the ceremony, held June 27 in the main Legislative Building at Queen's Park, together with the Lieutenant Governor, the federal secretary of state and the mayor of Toronto. This event very appropriately marked the bicentennial by reaffirming the province's commitment to citizenship development and newcomer settlement.

The Toronto International Festival in June celebrated both the provincial bicentennial and Toronto's sesquicentennial years. The one-time, month-long extravaganza of music and dance made Toronto the temporary arts capital of the world, as one commentator put it.

In a highlight of the bicentennial year, Her Majesty the Queen dedicated Science North, the stunning new science centre on the shores of Sudbury's Ramsey Lake. This educational complex provides a new focus for appreciation of the unique natural and scientific heritage of northern Ontario. It is clearly destined to become not only a major cultural resource for the Sudbury region, but also a powerful magnet that will draw tourists to the north as well.

In August, on Manitoulin Island, one of the largest celebrations of native culture ever to be held in Ontario took place with the help of a bicentennial grant. The ministry helped six Indian cultural education centres organize *In the Spirit of Sharing: A Festival of Thanksgiving*,

which highlighted native visual and performing arts during six days of festivities.

I have some material that comes from that particular festival which I would like to pass around so that members can peruse as we proceed. Mr. Edighoffer, perhaps I could show them to you first and you can have a look and then pass them along.

There are and were a variety of community projects and bicentennial activities developed by my agencies and they are detailed in the text.

Let me highlight one quite special item. I am particularly pleased that the ministry, through the Ontario Heritage Foundation, was able to co-operate with the Ministry of Government Services to publish *The Ontario Collection*. This pictorial catalogue of the Ontario government's extensive art collection will include more than 1,100 original works acquired by the province since 1855. It is indeed a most fitting and welcome bicentennial project.

I have a copy—in fact, a pre-release copy—of the book itself here. It is going to be launched this afternoon at five o'clock by the Lieutenant Governor. Perhaps I could pass this around so that members will have an opportunity of looking at it. We might perhaps start at the other side.

Mr. Wiseman: Are you going to give one to all of us?

Hon. Ms. Fish: I will see. I will look into that matter.

Mr. Grande: This is not only show and tell, but show and tell and keep.

Hon. Ms. Fish: It is not show and tell and keep; it is just show and tell.

Mr. Grande: You actually wanted to miss that; you were going to miss that part.

Hon. Ms. Fish: I was prepared to do so if we were sitting in estimates.

Mr. Grande: Well, I think you should go on.

Hon. Ms. Fish: I will now.

Mr. Wiseman: I think the estimates may go even smoother if we each have a copy.

Hon. Ms. Fish: I will bear that thought in mind.

The Vice-Chairman: I will settle for a book review.

Hon. Ms. Fish: As our bicentennial initiatives illustrate, a natural interplay exists between the ministry's citizenship and cultural roles. While for administrative purposes the ministry does have two major program divisions—and I did introduce my two assistant deputy ministers responsible for the two sections—the impact of

our programs at the community level cannot and really should not be compartmentalized. The divisions work together on a number of projects, serve many common clients and in general mutually reinforce each other's efforts.

The link between citizenship and culture is directly reflected in the many programs and initiatives which involve both sides of the ministry's mandate. For example, our regional services branch serves both citizenship and culture clients, bringing our programs to people at the community level through 13 offices across Ontario.

All endeavours in these interlocking fields depend heavily on the contribution of volunteers. There is no more meaningful expression of responsible citizenship than volunteer service to one's fellow Ontarians.

The ministry has recently launched a volunteer awards program to recognize and encourage this irreplaceable volunteer role in promoting citizenship and culture. You have before you a brief brochure that outlines the volunteer service awards, and that is already on your desks. It describes one of those awards, which is a pin, for a length of service, and a replica of the pin, indeed of the first, one-time only award that was made to Avie Flaherty, who was the founder of the Association of Volunteer Bureaux/Centres. It is here and I will pass that around as well, so people can have a look.

The Vice-Chairman: One of my constituents.

Hon. Ms. Fish: Is that right?

The Vice-Chairman: She voted against me.

Hon. Ms. Fish: The program does have two components. One I have mentioned is the volunteer service pins, and that is represented in the scroll. I suppose that is what one would call a representation of the pin that is being passed around. That is awarded to individuals nominated by their volunteer organizations for five, 10 or 15 years of continuous service.

In addition, outstanding achievement awards will be conferred on individuals, nonprofit organizations and business firms that have made extraordinary contributions to citizenship or culture.

Last year more than 900 volunteer leaders from arts and heritage groups, libraries, community information centres and multicultural organizations attended 14 workshops on Working with Volunteer Boards in Belleville, Kitchener, St. Catharines, Thunder Bay and other locations. This year we are expanding the program to 33 workshops around the province, with a series beginning this month in Cornwall.

Four of the sessions will be held in French on a pilot project basis in Ottawa, Sudbury, London and Toronto. We now have a bilingual consultant on staff to strengthen our leadership services in the French language.

Volunteer and community efforts receive vital support through Wintario program grants administered by my ministry. Last month I announced revisions to the Wintario categories which reflect our ongoing assessment of changing client needs.

New or reinstated categories for the program include internship training to provide on-the-job management training for individuals embarking on full-time careers in the arts, heritage, multicultural, native and library organizations and community information centres; special events, festivals and exhibits organized by nonprofit groups in the area of arts, heritage, libraries, multiculturalism and citizenship; and purchase of portable equipment and resource materials by any of the ministry's client groups.

The Ministry of Citizenship and Culture is participating energetically in government-wide efforts to expand youth employment opportunities. The Experience '84 program generated jobs this summer for young people between the ages of 15 and 24. More than 1,000 jobs for youth were created within our client groups, cultural agencies and the ministry. Our contribution to this program differed from that of most ministries, since the vast majority of our jobs were created in the community and community agencies.

Under the program, participants gained experience in archaeological digs, received practical job training from professional arts organizations, learned how to maintain artifacts in museums, worked with Telidon programming at TVOntario, helped newcomers adjust to their new surroundings, contributed to the bicentennial celebrations and, on the whole, promoted the social and economic growth of the province as well as their own personal development.

2:30 p.m.

The ministry will also take an active part in the Ontario Youth Corps program, announced in the spring budget. This initiative is designed to create jobs for young people who have left school or are having difficulty finding employment or starting a career. We expect to generate more than 500 positions primarily through grants to community agencies.

Around the province, 200 native youth will have the opportunity to gain job skills through such tasks as organizing local recreational events

and assisting the elderly. Other jobs will involve working with children in computer centres; performing tasks, from repairing buildings to administration, for cultural, citizenship and heritage organizations; on-the-job training in the regional library system; and restoration work at the Winter Garden theatre.

Through the Youth Corps and the Experience program, the ministry has responded to a government priority by developing initiatives tailored to the needs and capabilities of the clients we serve. The resulting programs contribute to job creation while strengthening human resources in the citizenship and cultural fields.

Let me now recap the highlights of our recent achievements and current initiatives in each of our specific program areas.

Throughout its two centuries, Ontario has opened its doors to new people with new ideas and new energy. Millions have pursued this opportunity, with the result that nothing has changed so much over the past 200 years as the province's ethnocultural makeup. Nearly one quarter of our residents today were born outside Canada, and four Ontarians in 10 have ethnocultural origins other than British, French or native.

The Ministry of Citizenship and Culture works to ensure the equality of all Ontarians, to provide broad access to government programs and services, to encourage cultural retention and sharing and to promote the ideal of full and responsible citizenship. Our goal is simply to make newcomers and all ethnocultural groups feel at home in our province.

The Ontario Advisory Council on Multiculturalism and Citizenship is a special, 60-member agency that provides the government with invaluable advice, insight and recommendations. I am very pleased that following the recent sunset review, the council has been continued for a further five years, the maximum term allowable. The council members reflect the concerns of Ontario's multicultural communities and are especially sensitive to the cultural diversity in Ontario's geographic regions. I look forward to continuing to work closely with the council in the future.

The flagship among our programs to assist newcomers, Ontario Welcome House in downtown Toronto, has now completed 11 years of service to recent immigrants. It is hard to measure the success of an institution that deals in intangibles such as building newcomers' self-confidence and uncovering their talents.

Perhaps the most meaningful yardstick is the way in which established immigrants have

shared the mission of Welcome House, by extending a helping hand to recent arrivals. Welcome House provides a point of contact for volunteers and friends eager to help new Canadians get on their feet.

From the generous individual who provided a widow with a sewing machine so she could work at home with her children to the Polish engineers who organized an orientation seminar for their colleagues from abroad, Welcome House works to help people help one another.

Of the 89,000 immigrants who arrived in Canada in 1983, 40,000 came to Ontario; 22,000 of those came to Metro Toronto. This continues the pattern of the post-war period, with Ontario welcoming about half the country's newcomers and Metro receiving half of these.

The counsellors at Welcome House provide clients with information and guidance concerning social services, health care, schools, housing, employment, shopping facilities and recreational activities. Through its call-collect Infoline, Welcome House provides information and guidance to volunteers working with recent immigrants across Ontario.

There is a white folder on members' desks. It contains materials illustrative of what is available at Welcome House or representative of some of the programs at Welcome House. Included is a list of all the languages spoken by the staff at Welcome House and the groups that can be served by it, along with materials for English as a second language, which I will be touching on a little later.

The ministry's responsibility for settlement services takes on added urgency in the current period of economic and social change. We have made a direct response to this challenge by taking Welcome House services to the Toronto urban rim, where increasing numbers of newcomers are locating.

Three storefront services have recently opened in North York, Mississauga and Scarborough. These neighbourhood centres have made advice and guidance even more accessible to newcomers, as has our new mobile unit, which travels around Metro and environs as needed. Together, the Welcome House facilities offer settlement and orientation services in 33 languages and dialects.

So far this year, from April to August, the downtown Welcome House has recorded a 24 per cent increase in the number of client contacts, compared with the same period a year ago. When we include the storefront facilities, the Welcome House contacts have increased by a substantial

52 per cent so far this year, compared with the first five months of last year.

Clearly, the expanded Welcome House chain is providing vital, essential services at a time when newcomer adjustment has become a more difficult process because of economic conditions.

In fulfilling our responsibilities to Ontario's ethnocultural communities, the ministry acts as a partner with an array of community and provincial organizations. Here, as so often, the volunteer role is indispensable. For example, Welcome House counsellors co-operate closely with community groups that share the commitment to helping newcomers make a fresh start. In many cases, clients are referred to these groups for further advice, guidance and assistance.

Not only do these multicultural service agencies provide settlement services, they also promote mutual understanding and harmonious relations between different groups and cultures and they offer multilingual programs that help minorities join the mainstream of society.

However, many of these community agencies are approaching a crossroads. Just as Welcome House has faced escalating demands and growing needs, so have our partners in the community. Slower economic growth means it takes more time to find a job and more time to integrate economically and socially. The rise in family sponsorship means a higher proportion of young people and seniors in the immigrant ranks, groups that have more difficulty in adjusting.

Multicultural service agencies around the province recognize that they must implement long-term strategies if they are to meet these challenges. They must plan ahead, strengthen administrative capabilities, recruit and retain top-notch staff and respond to prolonged needs in a co-ordinated fashion.

To plan realistically for the future, these organizations require a stable financial base. One problem is that ministry funding, while supporting many worthwhile projects, has been available to these organizations only on a short-term basis. This must be changed.

I recently announced that the ministry is introducing special multicultural service program grants to help secure the stability of organizations with a proven track record in this field. Financial support will be provided to assist qualifying organizations with operating costs on an ongoing basis, subject to an annual evaluation by the ministry. The size of the grant will be tied to the range and scale of programs offered within the ministry's multicultural mandate.

To strengthen the ministry's partnership with volunteer agencies, \$650,000 will be dedicated to this program during this fiscal year. This initiative represents a long-term commitment to Ontario's ethnic communities and the organizations that serve them. It will ensure that the needs of these communities will be met effectively for years to come.

Given this ministry's commitment to women, I underline that female immigrants generally face more difficult barriers and more limited opportunities than do their male counterparts. Multicultural service organizations are well aware of this, and many have responded by introducing innovative programs.

With a stronger financial anchor, these groups will be able to intensify their efforts to help women participate more fully in community life. The new program will supplement, not replace, the ministry's current multicultural grants program.

In the newcomer services field, newcomer integration grants will continue to assist community groups with short-term projects. One of the many fine examples funded under this program is the extensive outreach service run by the Ottawa-Carleton immigrant services organization. Other projects are operating in Thunder Bay, London, Oakville, Brantford and Hamilton.

To back up volunteer efforts, the ministry develops, produces and distributes orientation materials. More than 450,000 booklets, brochures and other items are distributed annually through the ministry and a host of agencies serving immigrants across the province.

I should point out that many of the materials that are inside the kit I highlighted for you in discussing Welcome House are also distributed and available to the voluntary community agencies that work directly with newcomers. That information is available to them, in turn, to give to their clients.

A further example of ministry co-operation with the volunteer sector is a sponsorship orientation project that brings together 10 organizations in the West Indian community. This is a pilot project involving the development of an orientation package to inform both sponsors and immigrants about their respective rights and obligations. The model will be adapted for the use of other groups with high rates of family sponsorship.

It is estimated that half of all newcomers lack the language skills that are so essential to

participation in our society. A ministry priority is to meet this pressing need.

Welcome House offers English as a second language instruction at its downtown location and operates an innovative nursery school for preschoolers whose parents are in the course. The ESL school and nursery have served as a model for other organizations and are a centre for training ESL instructors.

A ministry grant program supports newcomer language/orientation classes, or NLOCs, organized by community groups, churches, boards of education, libraries, community colleges or other institutions. This is a further illustration of the ministry-community partnership to lend newcomers a helping hand.

2:40 p.m.

Last year, a monthly average of 11,300 learners and 1,075 volunteer teachers and assistants participated in 300 community-based ESL programs in 38 localities from Red Lake to Kitchener. In 1984-85, NLOC funding has been raised to \$1.08 million, which reflects a 7.5 per cent increase in response to the growing demand.

New projects this year include ESL for Latin American refugees, seniors and women offered by Nueva Esperanza in Mississauga, ESL tutoring and literacy classes run by the Thunder Bay Literacy Group and ESL and citizenship preparation courses sponsored by the Canadian Society for Portuguese Studies in Toronto.

Ministry consultants work regularly with staff and volunteers in NLOC programs. This September, we offered a residential course for supervisors of preschool ESL projects, to help them build on their early childhood education expertise to learn ESL techniques. Later this year, we are planning a special course in Metropolitan Toronto to train 100 volunteer teachers.

Seventy per cent of the newcomers enrolled in our NLOC programs are women. The ministry is actively exploring new delivery methods, such as ESL on television, to make language instruction even more accessible, particularly to female immigrants.

English in the work place, or EWP, is gaining acceptance as an alternative mode of language instruction. Classes are held at work and stress the specialized vocabulary needed for the job. London is one centre that has had great success with this concept; Kitchener-Waterloo is another.

In August, the ministry sponsored a two-week institute for professionals from boards of education and community colleges on how to conduct work place language training. Participants were

also sensitized to become more aware of cross-cultural communication problems. In addition, to promote EWP, we organized a one-day seminar for 280 representatives of industry, labour, education and government.

These ministry sponsorships have created a cadre of people equipped to launch English in the work place courses in various regions. The ministry will maintain this momentum by continuing to act as a catalyst for the ESL community as well as business and labour.

It is widely recognized that citizenship preparation should involve more than memorizing facts. The ministry, in co-operation with the community, has developed a new course entitled *Participate*, which teaches newcomers to apply the facts learned to their daily lives. This approach equips future citizens to participate in the democratic process and to function in Canadian society. Thirteen workshops have been held around the province to train 394 ESL teachers to use the new course.

Computer literacy will be as basic to participation in the society and economy of tomorrow as the three Rs have been in the world of the past. The ministry is now implementing a major program on computers and children announced by the Treasurer (Mr. Grossman) in his budget this May.

Four million dollars have been allocated to place up to 4,000 computers in approximately 230 special computer centres around the province. The centres will be operated by existing nonprofit community organizations, such as libraries, museums, art galleries and native, multicultural and service groups.

This program will complement initiatives now under way in our schools to give children a basic exposure to the computer. The new facilities will be located primarily to reach less advantaged young people who would not otherwise have access to this equipment outside the academic setting.

Under the guidance of full-time co-ordinators, the centres will provide participants with the opportunity to become familiar and comfortable with computer technology. The ministry is very pleased to accommodate the co-ordinator's training centre at Welcome House in downtown Toronto. The first 15 centres are currently being opened, and I will be inviting additional organizations to participate in the near future.

An essential element of this initiative is our planned partnership with the private sector. Within each community, fund-raising will be undertaken with the co-operation of the local

business sector and other groups to finance the centre's ongoing operations. Through corporate and private involvement, each facility should become entirely self-sufficient.

The potential benefits flowing from this program are many, from better job preparation for young people to incentives for software and hardware development and improved language instruction for newcomers. In general, this innovative program will contribute to the exercise of full, equal and responsible citizenship in the emerging information society.

A key goal of the ministry is to help ethnocultural groups build bridges to the larger community. In recent years the ministry has organized citizenship conferences for Ontario's Greek, Jamaican and Filipino residents. The outcome has been the formation of province-wide organizations representing the various segments of each of these ethnocultural groups.

Expanding on this success, we are now planning a similar community-building conference for Ontario's Hispanic population. Scheduled for the spring of next year, the event will bring Hispanic people together to strengthen their involvement in Ontario society.

The performance of women in the work place is often affected by their cultural background. The ministry is now developing a new series of workshops called *Career Skills for Women* in a Multicultural Work Force, to begin later this year. The workshops will help demonstrate how cultural attitudes influence personal assertiveness and initiative and will help participants acquire career development skills.

In our pluralistic society, customs and attitudes vary widely from culture to culture and people's actions are not always what they seem. The personnel of social and community agencies must be able to distinguish individual personality traits from cultural attitudes on everything from raising children to handling a job interview.

To foster this sensitivity, the ministry in 1983-84 introduced Canada's first program on training trainers in intercultural communication, following a successful pilot project the year before. Delegates were drawn from across the province, including Thunder Bay, Sudbury, Terrace Bay, Ottawa, London and Hamilton. The participants agreed to hold workshops in their own organizations. This initiative will help indirectly to train close to 2,000 community workers at a total cost of \$40,000, a very efficient use of ministry resources.

The ministry works as a partner with community groups in developing citizenship. Com-

munity initiatives receive critical financial backing through citizenship development grants and Wintario multiculturalism and citizenship grants.

For example, we have just approved a grant to the Portuguese Interagency Network to produce a 30-minute video tape to urge parents to get involved with their children's education. The program will explain how Ontario's education system works and how to benefit more from it, and should result in more Portuguese youth completing their schooling.

Paralleling this effort, the ministry will produce a 15-minute pilot TV program in Portuguese to encourage community participation and explain the rights and responsibilities of citizenship.

The ministry is achieving key objectives through a co-operative venture with the Canadian Association of Women in Science. With the help of a grant, this group has produced an audio-visual show depicting female scientists from Ontario's ethnic communities. The program portrays the multicultural character of our society, breaks down stereotypes on the role of women and publicizes the career opportunities open to women and ethnic minorities in scientific and technical fields.

The ministry co-operates with community groups to train and develop volunteer leaders. The Chinese Canadian Information Processing Professionals, for example, is presenting high-tech training workshops for staff and volunteers in community organizations through ministry funding. An innovative project, Théâtre du Nouvel Ontario Inc. in Sudbury is developing leadership training methods using theatrical performance as a vehicle. Grants for leadership training have also gone to the Ontario Choral Federation, the Association of Women of Indian Origin in Canada, the Multicultural Association of Northwestern Ontario and the Social Planning Council of Kingston and District.

Helping native people gain more control over their lives is a major goal of the ministry as we work to develop skills and expand opportunities in native communities. The ministry's native community branch operates a network of 10 field offices around the province which provides specialized consulting services. Ministry staff work directly with native communities to help preserve native culture, develop leaders, improve economic opportunities and obtain government services.

On the desk in front of members are two publications from the native community branch.

One is a profile of native people in Ontario which provides some very good background information on them and shows the diversity to be found within our native population. The second is a directory of native communities and organizations in Ontario, also published by the branch.

In 1983-84, consultation and advice were provided to some 300 native organizations, including not only Indian bands but also Métis and nonstatus Indian local associations, friendship centres in urban locations, native women's locals and cultural centres. The ministry provides operating support to provincial native associations; this has stabilized these organizations so they can concentrate on developmental work at the community level.

When this funding program commenced in 1980, the Native Women's Association had 32 local groups. Now the number has grown to 45 groups, generating community solutions to community needs. This is an excellent illustration of the ministry's role as facilitator, providing the tools and resources to help people help each other. Ministry grants for specific projects have enabled many native initiatives to go forward.

Last year, for example, ministry funds helped the Wa-Wa-Tay Native Communications Society in Sioux Lookout to publish a monthly bilingual newspaper in Ojibway-Cree syllabics and English, with a circulation of 3,000. The society, which is celebrating its 10th anniversary, has also developed a trail radio program for trappers in outlying communities and assists a local radio station. In 1983-84, with ministry backing, it hosted the fifth annual community radio conference in Fort Hope, which provided a forum for 29 community radio station representatives to discuss training programs and needs.

2:50 p.m.

An innovative program to prepare disadvantaged women to enter the labour force began last year in Kenora, funded jointly by the ministry and the federal government. Known as New Opportunities for Women, or NOW, the initiative provided sole-support mothers and native women with academic upgrading, orientation to employment, job search techniques, counselling and on-the-job training. Almost all the participants who enrolled last year graduated, half obtained full-time jobs, and others plan to continue their education or are looking for work. These encouraging results have led the ministry to renew funding for this project for 1984-85.

As I suggested earlier, the interaction between multiculturalism and the broader concept of cultural development enriches our quality of life.

The ministry has launched several specific measures to strengthen the link between citizenship and multiculturalism on the one hand and culture and the arts on the other.

For example, at the Festival of Festivals in Toronto this September, the ministry sponsored a series of nine films from around the world on the theme "Cultures in Contact." Called Two Way Streets, the program communicated insights on what happens when different cultures with different values and traditions intersect.

We awarded Toronto Free Theatre a grant to sponsor a host of multicultural activities connected with the performance of *A Midsummer Night's Dream* in High Park during Heritage Week this July. Each evening highlighted a different ethnic group from the neighbouring community through entertainment and handicrafts.

Together with Harbourfront Corp., the ministry has co-sponsored a series of educational workshops for small multicultural and arts-oriented organizations. The 12 sessions cover organizational development, leadership skills and arts programming. A total of 500 delegates participated to improve the effectiveness of their multicultural arts groups.

I congratulate the Stratford Festival for its initiative in distributing complimentary theatre tickets to members of Ontario's ethnic communities for performances during the off-peak months. This is an excellent idea to open up the richness of Ontario's cultural life to ethnic minorities and has met with a very positive response. The ministry was pleased to help with some of the logistics.

The Multicultural History Society of Ontario represents a bridge between the ministry's heritage and citizenship responsibilities. Formed in 1976 to collect materials and conduct studies into the history of ethnocultural groups in the province, the society receives an annual ministry grant to continue its work of documenting Ontario's multicultural past.

As it did last year, the society this year is publishing a multicultural heritage appointment calendar. Individual calendars will be available to members within a few weeks. I would like to show around this free publication copy of the 1985 calendar so that members can have the opportunity of seeing some of the tremendous research work that has gone into recapturing events and settings of importance to so many of our groups.

The society also published a special issue of its bulletin *Polyphony* to mark Toronto's sesquicen-

tennial by profiling the city's 60 ethnocultural groups. This continued a series begun in 1983 with an issue devoted to the Sudbury centennial.

For Ontario's black community, 1984 marks not only the provincial bicentennial year but also the 150th anniversary of the abolition of slavery in Upper Canada. To celebrate the occasion, the ministry and the Ontario Heritage Foundation have financed the publication of a history of the black contribution to early Ontario entitled *An Enduring Heritage*.

Again, I believe members have already received a copy of this month's copy, but I would like to pass around a copy once again to remind members of the black contribution and of that publication.

In another initiative to commemorate the dual anniversary, the Bicentennial Black Heritage Celebration Committee has been awarded a bicentennial grant to stage a multimedia theatrical production, *Hallelujah! Ontario!*, a portrayal of Ontario's black history from 19th-century settlements to present communities. It was performed in Toronto on the evening of November 11 in the convention centre to a sold-out audience in excess of 2,000, and it will be shown in Windsor later this month.

The ministry has also worked closely with the county of Kent to ensure preservation of the Josiah Henson Historical Complex, popularly known as Uncle Tom's Cabin, in Dresden. Henson was a fugitive from American slavery in the 1830s; he became a leader in the black self-help movement in Canada.

All of us who share a commitment to Ontario's cultural life owe a great debt to the three members of the Special Committee for the Arts: chairman Robert Macaulay, Geraldine Sherman and Peter Day. Through a year of listening and reflecting, they have produced a document that expresses and articulates the goals, commitments and concerns of both Ontario artists and their audiences. Their report provides a guide for arts development over the next 10 years.

In the past two decades, culture and the arts in the province have experienced an unprecedented period of growth, both in quality and quantity. The challenge for us all is to maintain this momentum, to build on the impressive achievements of the past to ensure continued excellence and broad access to the cultural life of the province.

As the special committee indicates, we will have to meet these rising expectations with financial resources that are limited by economic realities. In considering the overall fiscal pres-

tures which government faces, the report quite realistically observes that the arts cannot count on vast new sums of government money in the near future. We must concentrate our energies on the task of deploying existing funding as creatively and intelligently as possible.

The special committee has reminded us that the real strength behind the artist is not grants or donations but the public realization that the arts are fundamental to our society. The underlying message of the report is that the arts deserve a higher priority within government and throughout society. As Minister of Citizenship and Culture, I will continue to act as an aggressive advocate for the arts.

I agree with the special committee that the case for public subsidy of the arts would be strengthened by documenting the economic impact of culture in more depth. The provincial culture ministers at their September meeting also favoured this idea. The mechanics of conducting such a study or series of studies in a uniform national format will be examined by federal and provincial officials.

Let me reaffirm formally and emphatically that the government of Ontario will maintain its financial and moral support of the arts so that they may continue to flourish and grow.

As the special committee emphasizes, the government subsidy—more than \$250 million from tax revenue in the past nine years—is vital to preserving artistic freedom and maintaining broad access to the arts, but support must be dependable. The people of Ontario have this government's word that it will be.

I also want to confirm again that in allocating these funds, the ministry will continue to rely on the Ontario Arts Council as the principal arts granting agency of Ontario. We agree that arm's-length funding is the best method yet devised for awarding public money on the basis of artistic merit.

Feedback has been requested from the arts community and other organizations, and comments are now arriving at the ministry. The special committee report will assist us immeasurably as we shape responses to the gamut of challenging issues facing Ontario's cultural community over the next decade.

The two fundamental commitments—to maintain the public subsidy and to preserve the arm's-length relationship—establish the framework for all Ontario government policies towards culture and the arts.

These precepts were turned into action this April, when I announced the addition of \$3.1

million to the Ontario Arts Council's funding base. This sum represents a permanent increase in the allocation to the arts council and is in addition to the council's previously announced budget of \$18 million for 1984-85.

The new funding more than doubles the year's support for the five major performing arts organizations, from \$2.2 million to \$5.3 million. It also eases the pressure on the OAC's budget, giving the council more flexibility to respond to the needs of many smaller groups.

In 1983-84, the OAC awarded 3,290 grants to individual artists and community-based organizations around Ontario in theatre, dance, music, film, photography, video, literature, crafts and the visual arts. With the current year's budget, which has been raised 6.1 per cent apart from the \$3.1 million, the total funds committed by the OAC since 1963 will pass the \$130 million mark.

The OAC funding increase deals with a specific problem identified by the special committee report. Our new Wintario program grant categories also reflect the special committee's input as well as the recommendations of arts groups across Ontario. For example, our new volunteer awards program implements the recommendation for a special award to acknowledge outstanding corporate support for the arts.

I share the special committee's concerns regarding the tax treatment of the artist's income. Artists are not seeking preferential treatment over other taxpayers. Many of them have little hope of making a profit from their work and simply want a fair deal that recognizes the special nature of their occupation.

I am encouraged that at our recent meeting, my federal counterpart, the Honourable Marcel Masse, agreed with my views and indicated he plans to raise these issues with his colleague the Minister of National Revenue. I look forward to prompt federal action based on the recommendations of the all-party parliamentary committee on this subject.

Ontario's creative artists benefit from our highly developed cultural service infrastructure. The government helps keep the structure intact by providing core funding to the province's 25 arts service organizations, such as Visual Arts Ontario, Theatre Ontario and the Ontario Choral Federation. These amateur and professional umbrella groups received a five per cent funding increase this year.

I might mention that this program is being reviewed in consultation with the Ontario Arts Council and the client organizations. The goal is

to develop new funding guidelines to ensure optimal service to artists and the public.

Art galleries are another vital aspect of cultural life in Ontario communities. This year the ministry is providing a five per cent funding increase in the annual operating grants to 30 community galleries to sustain these essential cultural services. Institutions assisted include the Thunder Bay National Exhibition Centre, the Agnes Etherington Art Centre in Kingston and the Art Gallery of Windsor.

3 p.m.

The government unequivocally acknowledges its obligation to continue its contribution to arts funding, but I emphasize that support for the arts must be a partnership and a shared responsibility. It would be unhealthy for the arts and unaffordable for the taxpayer if government were to become the sole patron of the arts in our society.

A key ministry aim is to help arts organizations build self-sufficiency and self-reliance. We have stimulated and assisted the arts community to tap new sources of funding, to expand and develop audiences and to adopt more aggressive and innovative marketing techniques.

On your desks in front of you is an illustration of materials that have been published this year by the ministry to assist local arts organizations. Let's Put on an Arts Festival is one in particular to note. It is an example of the kind of assistance that is provided through informative and instructional brochures.

A major step forward was the arts challenge fund, which concluded this year. Thirty-four arts organizations qualified for matching grants totalling \$18 million, and extra contributions from corporations, individuals and foundations reached \$10.5 million, for a total of \$28.5 million in fresh support for the arts.

Marketing, advertising and promotion are valuable tools in expanding the audience base. The ministry has actively assisted the arts community with these tasks.

Today's young people will be the audiences and the artists of tomorrow. We are therefore very happy to sponsor in schools again in 1984-85 the Half-Back program for the performing arts.

The Five Star Tickets booth in Toronto, which opened in September 1983 with ministry support, has sold nearly 65,000 tickets, returning nearly \$500,000 to participating theatres. Run by the Performing Arts Development Fund of Toronto, the project is Canada's first half-price, day-of-performance ticket outlet. The concept

has been so successful that an additional outlet was opened at Ontario Place this summer.

The ministry has undertaken a number of initiatives to tap the international tourist market. These include US radio broadcasts of Canadian Opera Company performances, with intermission features on Ontario cultural attractions, and bringing cultural writers and critics to Ontario to sample our arts buffet for themselves.

A higher cultural profile on the international scene will generate economic returns by improving Ontario's image as an exciting place to buy, sell and invest. Ticket sales at home should also increase as Canadian artists gain worldwide recognition.

Ontario is proud of our outstanding artists who represent us so well abroad, but the province's commitment to creative excellence is paralleled by an equally strong commitment to ensuring broad public access to the arts. Ontarians want and deserve the opportunity to enjoy the arts as participants and audiences.

There is a direct connection between the issue of access and the drive for self-sufficiency that I discussed earlier. The broader the financial base and the larger the audience, the less the pressure on arts groups to generate revenue by raising ticket prices and admission fees. Expanding the consumer demand and financial backing for cultural activities is a promising strategy for guaranteeing public access in the long term, and as I have outlined, this is a strategy we are pursuing actively.

As a further measure, Ontario has pioneered outreach programs to share the cultural resources of large institutions with smaller communities. Every year, the Outreach Ontario and Festival Ontario programs funded by the ministry take the cultural treasures of the major provincial agencies to communities throughout the province.

Under Outreach Ontario in 1983-84, for example, the Royal Ontario Museum's extension programs reached more than 800,000 people; the Royal Botanical Gardens attracted an audience of nearly 15,000 with 325 extension activities, including lectures, exhibits and field trips; the McMichael Canadian Collection toured five exhibitions to 15 Ontario cities; and the Art Gallery of Ontario produced a travelling edition of its popular children's art education room for circulation around the province.

This year, under Festival Ontario, the resources of the major cultural institutions were presented at such events as the Blossom Festival in Niagara Falls, the Peterborough Summer Festi-

val, the North Bay Arts and Sciences Festival and the New Liskeard Bicentennial Fair.

When rising insurance rates threatened to curtail travelling fine arts exhibitions, the ministry introduced Canada's first insurance program to help galleries and museums to offset these costs. This September, the interprovincial culture ministers' conference asked Ontario to study the extension of this coverage on a nationwide basis.

The ministry is committed to nurturing the growth of the commercial sector of our arts community. In an initiative that combines our heritage conservation and arts development roles, plans are firm to bring live performance back to the Elgin-Winter Garden theatre in Toronto. The international musical hit *Cats*, produced by and starring Canadians, will open in March 1985. This is a fine example of co-operation between government, which saved the building, and private entrepreneurs, who will be producing the show.

The opening will represent a further step in the ministry's initiative with the Ontario Heritage Foundation to restore and renovate this historic vaudeville complex. When completed, the project will provide two much-needed medium-sized theatres to stimulate local production of Canadian and international plays and musicals.

The Canadian book publishing industry is based almost entirely in Ontario. The loan guarantee and interest subsidy program operated by the ministry and the Ontario Development Corp. has promoted the economic health of this key cultural industry. I am pleased by ODC's recent action to place McClelland and Stewart on a firm financial footing. The refinancing package, which has attracted \$1.1 million in new private investment, allows the company to maintain its unique publishing program and its ongoing contribution to Canadian authors and our cultural development.

Similarly, special assistance to two smaller but distinguished publishers, Deneau Publishers and Co. Ltd. in Ottawa and Lester and Orpen, Dennys Ltd. in Toronto, has helped preserve their financial viability. In awarding this support, we were impressed by the companies' action to share financial and marketing services, which has strengthened both organizations in these areas.

The Canadian Telebook Agency will put in place a high-speed, computer-based teleordering system, as a result of a ministry initiative, with a grant from the Board of Industrial Leadership and Development. This service will improve

distribution and ordering of books from publishers' warehouses by book retailers and libraries. This teleordering system will have important benefits for small business in assisting the Ontario independent retail book trade to acquire sophisticated computer management tools.

Public interest in Ontario's past is expanding and evolving. More people now tend to link the preservation of traditional values with their sense of the past, a trend reinforced by the bicentennial celebrations. More people now want to experience heritage, not as passive spectators but as active participants.

Prime examples of the rising enthusiasm are the various urban archaeology projects around the province. In Toronto, the InSite project at the base of the CN Tower is uncovering the remains of Ontario's original parliament buildings. The dig on Front Street attracted 28,000 visitors and participants in 1983 and close to 30,000 to date this year.

I am sure many members have taken the opportunity of going down to visit InSite, which has an explanatory and educational centre along with the dig. This is the poster they have probably seen around town that provides information and alert about the dig itself.

A similar project is under way at the site of the original Fort Frontenac in Kingston, while in Nipigon a late 19th-century Hudson's Bay trading post is under excavation. All three projects present marvellous public educational opportunities to teach basic archaeological skills as well as social and cultural history. We are channelling the energy of heritage newcomers into active and informed participation.

In a major thrust, standards have been developed at the initiative of the museum community to encourage excellence in the preservation and presentation of Ontario's heritage. To be phased in over a seven-year period, the guidelines will provide the basis on which the ministry will award assistance under the community museums operating grant program.

Funds under this program, which help defray operating costs, have been raised to \$2.6 million this year. This allocation will help 206 museums, from Fort Frances and Timmins to Windsor, to begin meeting the new standards that will ensure equitable access to high-quality heritage resources across the province.

Municipalities are taking a more active role in architectural conservation through the building rehabilitation and improvement campaign funded by the province's Board of Industrial Leadership and Development. Under BRIC's design-

nated properties grants component, more than 100 municipalities are administering programs to conserve heritage buildings.

Also on members' desks is another brochure, *A Heritage Conservation Primer—Conserving Architecture and History with the Ontario Heritage Act*. This is a further illustration of the kind of work that is done, in this case in the heritage area, specifically targeted to municipalities and to local architectural and conservation groups.

A region's historical features can attract tourists and their dollars. In Prince Edward county, the Weekend of Heritage Festivities this June drew 10,000 visitors to such events as a marathon run, concerts, craft demonstrations and live theatre. The ministry and the Ontario Heritage Foundation acted as catalysts in this project, which capitalized on the tourist appeal of local heritage.

The corporate sector component of the BRIC program is also having a positive economic as well as a cultural impact. More than 50 grants totalling more than \$2.5 million have been awarded to preserve heritage features of industrial or commercial buildings. We get even more for our money because these projects often stimulate the rehabilitation of surrounding buildings.

3:10 p.m.

The ministry's heritage conservation initiatives are complemented by the work of the Ontario Heritage Foundation. Established in 1968 and expanded in 1974, the foundation provides grants to individuals and organizations involved in the preservation and conservation of Ontario's heritage resources. It also accepts stewardship of gifts of real and cultural property to the people of this province.

On the back side of the poster that was on each member's desk today is the annual report of the heritage foundation. The front side is a series of pictures of heritage toys that either have been donated to or found by the heritage foundation. These were usually handcrafted by different groups from all over the world who have settled at one time or another in the province.

In the field of architectural conservation, the foundation this year has introduced new policies for assessing the eligibility and priority of applications for financial assistance. The new rules will result in a fair and balanced response to the ever-growing variety of projects.

To create future heritage enthusiasts, the foundation has funded the preparation of a kit for teaching children how to research and write local

history. The *Discovering Your Community* package was produced by the Ontario Historical Society and distributed this spring to historical societies, museums and libraries across Ontario.

I have one copy of that kit with me today. It has an extraordinary binder that is particularly targeted to children. It gets them thinking about heritage and conservation by interesting them in the simple and easy things they can learn about their communities. For example, it starts them with an interest in their own family history and how to begin making a family tree and goes on from there to interest them—in an easy, simple, daily-life fashion—in heritage. I will pass this one around and encourage members to take a few minutes at their leisure—

The Vice-Chairman: I will give it to George Simcoe here.

Hon. Ms. Fish: Okay—to go through this rather remarkable kit.

The foundation's fund-raising efforts have been highly successful. The bicentennial challenge fund, with its offer of matching grants from the Board of Industrial Leadership and Development, has stimulated more than \$2 million in private and corporate donations in 1983-84 and 1984-85. The mandate of the Ontario Heritage Foundation includes natural heritage preservation.

The foundation helped establish the Natural Heritage League and now works closely with the 19 other member organizations, including the Federation of Ontario Naturalists and the Sierra Club of Ontario. To date, the foundation has acquired 13 natural heritage properties, protecting more than 1,000 hectares of valuable natural phenomena.

Together with the World Wildlife Fund of Canada and the Nature Conservancy of Canada, the foundation is participating in the Carolinian Canada program to preserve significant natural areas in the Carolinian ecological zone in southwestern Ontario. The goal is to identify and protect the habitats of unique and rare animal and plant life such as the eastern cougar, the peregrine falcon, the blue ash and the Kentucky coffee tree.

I am pleased that in recent proposals for the Niagara Escarpment plan the foundation has been assigned responsibility for acquiring properties and easements to preserve the heritage features of the region.

Access to a wide range of knowledge and information is vital to full participation in today's complex society. Public libraries facilitate access to ideas and information of all types. In 1983-84,

the ministry supported 545 public library boards which provided services through 940 branches, reaching 99.6 per cent of Ontario's population.

As part of our implementation of the Ontario public library review I have introduced Bill 93. Since that is before the House, I will not go on at length about it here. Rather, I will speak to some of the other ministry initiatives.

We have appointed provincial library advisory committees in four special areas: French-language services; multicultural services; services to native people; and services to the disabled. These very knowledgeable panels represent the various regions of the province and include library trustees, librarians, community leaders and ministry officials. Their role is to advise me and my staff on ways to keep the library system responsive to the changing makeup and needs of Ontario society.

The advisory committees are working closely with the provincial library co-ordinators appointed in each of these special fields in 1983-84. The co-ordinators' task is to assess the current situation, identify unmet needs and advise libraries on collection development and improved delivery methods and programs.

The government is committed to putting the computer to work to improve library service. BILD has allocated \$1.3 million over two years for the development of a provincewide, fully automated, telecommunications system to help libraries share resources.

A pilot project involving 30 libraries is under way in the escarpment region and will be extended across the province if successful. BILD has dedicated a further \$1.2 million to local automation projects to strengthen reciprocal borrowing arrangements.

The ministry is introducing a quarterly review of all French books published in Canada and French-speaking countries abroad. This will be the first Canadian publication designed to assist librarians in selecting French books for purchase. The inaugural issue is slated for release this month.

County libraries have proven effective in serving regions of scattered population and wide geographical area. The ministry has established special grant programs to help communities fund feasibility studies and the startup costs of forming these systems. A ministry consultant is now available to assist libraries in considering the development of larger units of library service.

Community information centres, CICs, complement the role of libraries by serving as one-window access points to information and

advice on government and social services available in the community. The 50 centres supported by the ministry across the province handled a total of 600,000 inquiries last year.

An innovative pilot project is now under way linking a public library and a community information centre to design a community information master plan. The ministry has committed funding to the venture, which involves Community Information Service Hamilton-Wentworth, the Hamilton Public Library and other information providers in the region.

The nine provincial agencies play an essential role in carrying out the ministry's mandate of ensuring cultural excellence and accessibility. Earlier I spoke of the activities of the Ontario Arts Council and the Ontario Heritage Foundation. Let me now review developments in our other seven cultural institutions.

Recent renovations have made the Royal Ontario Museum in Toronto the second-largest museum in North America. In 1983-84 more than one million people visited the ROM and four permanent and two interim galleries were opened. The museum's fund-raising campaign launched this February will assist with the completion of the gallery development program.

Last year nearly 400,000 people visited the Art Gallery of Ontario in Toronto, which is in the forefront of Canadian galleries. The AGO reached a further 350,000 people through outreach programs, which remain a top priority.

This year, 29 exhibitions will travel to such communities as Kingston, London, Sudbury and Thunder Bay, while the artists with their work program will send 32 artists to 20 communities.

The Ontario Science Centre celebrated its 15th anniversary this September. Since 1969 three million students and 20 million paying visitors have enjoyed this showcase of Ontario and Canadian achievements in science and technology. New Hall of Technology exhibits opened this year featuring robotics, a foundry, an electronic brain, resonance displays and a cross-sectioned house. Also in front of you on your desks is *Scienceworks*, a publication of the Ontario Science Centre, a book of experiments, the principal target of which is again children.

In 1983 a replica of the science circus exhibit was sold to Japan following a successful tour. The centre is now constructing another circus to visit Kuwait this winter at the request of that government. This tour is being assembled in co-operation with the Ontario International Corp. It is expected to generate wide interest in the science centre and its products.

The McMichael Canadian Collection in Kleinburg last year attracted more than 128,000 visitors in its first 10 months of operation following renovations. The education program inaugurated last year attracted more than 30,000 students.

In its ninth year as a provincially supported, noncommercial educational radio station, CJRT-FM reached 203,000 listeners per week, its largest audience ever. Fund-raising efforts were successful again as the station obtained 40 per cent of its revenue through donations from listeners, foundations and the business community.

The Royal Botanical Gardens continued to demonstrate its appeal as a tourist, educational and museological centre in Hamilton-Wentworth and Halton regions. This May the gardens were the site of a week-long cultural festival with folk dancing, lectures and art shows. The RBG is in the final stages of planning and expansion to include a greenhouse for year-round programming.

TVOntario is the only educational television network in Canada to produce and broadcast regularly in both English and French. Last year the network's programming won 21 awards. Province-wide accessibility to TVO's signal remains a priority, as outlined in the throne speech.

To improve access in northern Ontario, 75 low-power rebroadcast transmitters are scheduled for installation this year, doubling the 75 in operation at the end of 1983-84. LPRTs, which are ideal for small, remote communities, are being deployed under a long-term project funded by the Ministry of Northern Affairs.

3:20 p.m.

New standard transmitters have opened at Huntsville and Penetanguishene to serve the Muskoka area. Applications have been filed with the Canadian Radio-television and Telecommunications Commission and work is commencing on three transmitters to serve Peterborough, Belleville and Kingston. Belleville and Kingston will be on air in the fall of 1985. A study is also under way to obtain the necessary technical and financial information to complete network service across Ontario.

An objective for the future is the extension of TVOntario's French language educational television service. I am discussing this with the federal minister, Mr. Masse, with a view to receiving some assistance in this expansion.

The ministry's overriding goals have been to ensure full access to the benefits of citizenship, to

encourage both participation and excellence in the widest possible range of cultural activities and to foster an appreciation of Ontario's ethnic diversity and multicultural heritage. The ministry has formed fruitful partnerships with community groups and volunteers across this great province to improve the quality of life for all Ontarians.

In serving our clients, we have reinforced the thrust of key government-wide priorities. We have advanced the cause of women, stimulated training and skills development, fostered adaptation to the computer age, created employment for young people and promoted economic growth and development.

Ontario's pluralistic society is a model for the world; this province's dazzling array of cultural attractions is second to none. Building on the achievements of the past, the Ministry of Citizenship and Culture anticipates even more rewarding opportunities to serve the public in the future. Thank you.

The Vice-Chairman: Thank you, Minister; that was very interesting.

Mr. Edighoffer, do you want to make a statement, or how do you want to play it today?

Mr. Edighoffer: I think we should continue in the usual manner. I could make a few remarks at this time.

The Vice-Chairman: Okay, please proceed.

Mr. Edighoffer: Mr. Chairman, Minister, and members of the committee, I am sure the minister is ready for a little time to rest. You had some fairly lengthy comments there. I appreciate and congratulate you on the comprehensive review of your ministry. As these are your first estimates, I hope you enjoy the few hours we have here in this committee.

I am pleased to have been asked by my leader to be the critic for part of this ministry. I think it was 1981 when I was critic for Tourism and Recreation, or something like that.

As I represent the area that involves Stratford, I am glad to be able to share in these estimates because I always have to advertise, as you advertise—I am sorry I did not bring my brochures; I should have passed those around—the Stratford Festival. However, I am proud to represent that area, which is an internationally famous city, and has the internationally famous Stratford Festival. It has been my pleasure to go to opening nights for 17 years now, and I look forward to going to many more.

When I was preparing for these estimates, I went back to some of the comments I made in 1981—the last time I really had to review some of

these estimates in depth—and I found there have been some significant changes since then, not the least being the restructuring of the ministry, as well as the number of changes in the person of the minister, which seems to have changed on a regular basis.

I would like to make a few remarks, mainly in reference to the Macaulay report, the report of the special committee for the arts. I feel very strongly about this report because, when I went back over my comments, some of the things recommended are the same as those I anticipated in 1981. As I spoke to the merits of the government's support of the arts, I would like to quote briefly from those 1981 comments.

I said: "A vibrant, cultural life means jobs and more economic activity. We all too often forget that such major cultural institutions as the Stratford Festival, the Toronto Symphony and the National Arts Centre have a spinoff effect with respect to jobs and tourist dollars.

"If all the related impacts of cultural activity would be noted, I suspect that the total amount of dollars raised would much more than cover the government subsidies and grants currently expended. In short, cultural activity not only helps us develop our national, regional and ethno-cultural identities; it also provides a boost to our economic development."

It was most interesting to read the Macaulay report, particularly chapter 4, "The Impact of the Arts on the Economy of Ontario." In particular, one example the committee gave was New York City where they concluded that the arts had a \$5.6-billion impact on the metropolitan New York City economy. I think you made comments in your statement regarding the benefits of the arts to the community of Ontario.

Another recommendation I was pleased to see was the recommendation which stated, "The province, through the Ministry of Citizenship and Culture and other ministries, should consider conducting a study that will outline the existing and potential economic contribution of the arts to the economy of Ontario and the return to the province from its subsidy to the arts in relation to other provincial subsidies."

I would be most anxious to hear any further comments from the minister or to hear of the minister's intentions regarding this particular recommendation which I similarly suggested in 1981. Again, I would like to observe that I advocated at that time that the tourism half of the then Ministry of Industry and Tourism be joined to the Ministry of Culture and Recreation. While

all these ministries have gone through variations, the object of my proposal has not been achieved.

Again, I noticed the committee said: "The relation between cultural events and tourism is direct and mutually rewarding. The spending attributable to tourists whose main interests are cultural and historical represent 29 per cent of the total, or \$2.5 billion. The committee is convinced that increased promotional efforts by the Ministry of Tourism and Recreation could increase these figures substantially."

In going back to the spring of this year, when the report was released, I noticed that one of the committee members, Geraldine Sherman, observed that the Ministry of Tourism and Recreation placed substantial tourist advertisements for Ontario on television. These advertisements featured varied film clips of Ontario attractions such as canoes, moose, Mounties, Ontario Place and the like. However, only one clip of more than 20 in any one advertisement even remotely alluded to our extensive cultural activities. That film clip was of only a nameless violinist and a nameless orchestra.

I hope the committee's recommendations in this regard, particularly those in chapter 16, will be carried out by the minister. The committee's recommendations are very important to co-ordinate the efforts of a number of ministries.

When I review the estimates briefing book, I get the distinct impression that much of this ministry activity is being transferred to the Ministry of Tourism and Recreation, although the format is very confusing. I will come back to that a little later.

3:30 p.m.

I wish to ask the minister what progress has been made, to date, to remedy the problems documented in the report, particularly those noted in chapter 16. In the period between May 1981, when I was last involved with these estimates, and November 1984, I have seen a significant retrenchment in the levels of government support for the arts. For a while the argument got sidetracked. The ministry, but not this minister, started barking up what turned out to be the wrong tree.

The argument was advanced, and vigorously so, that arts and cultural organizations had to make enormous efforts to market themselves. They would be required to take their message to a hitherto unexplored motherlode of audiences, that would eagerly pay to attend cultural events, if only they knew about them. If these undeveloped markets were properly exploited, arts and cultural organizations would see their financial

problems resolved through the miracle of marketing.

The committee chairman was unable to support the view that what the arts and cultural community really needs is more marketing. As the report pointed out, it is not that the people of Ontario do not attend performances, neither is it true that each large organization's audience is small when compared with similar groups across the country. We can only repeat our survey's warning, which is if ticket prices are not affordable, no amount of marketing will fill the empty seats.

The chairman later said, "We have eliminated the argument that there is a marketing problem." I trust the minister will no longer pursue, nor mention, that now-demolished argument. However, there were substantial increases in the last ministry estimates to enhance marketing initiatives. Since we know this is not the problem, can we now look forward to cutting this direct operating expense, or at least seeing these funds redirected to subsidize ticket prices, consistent with the thrust of chapter 8 of the Macaulay report?

At Stratford this year the organizers had a program in the latter part of the season where they tried to promote large numbers of ticket sales through a half-price sale. This certainly shows that because of economic conditions, price does mean a lot when it comes to getting people to attend performances.

I believe the Macaulay report is very important and well done. I hope that some time in the near future the minister will provide a complete formal response to its contents. If not, I would suggest that she commit herself at least to having a legislative debate on the report. It is that important to the economy.

So often you find these reports collecting dust on the shelves in ministers' offices. I hope this will not happen in the case of the Macaulay report.

It is sometimes difficult to come down to financial matters in estimates. However, that is what this business is all about.

Looking over some of the briefing books, I noticed there is quite a difference in the transfer payments. In fact, your ministry has suffered a net decrease of \$22.6 million this year, while the ministry's direct operating expenses have increased by nearly \$1 million.

To me, this trend clearly goes against the thrust of some of the recommendations in the report. In particular I am talking about Lottario grants. They have been slashed by \$28 million. I

appreciate they went to the convention centres, I believe, but I hope that does not mean that the lottery czar in that other ministry has all the clout in cabinet. I thought really, Minister, that you would have more clout with the Treasurer (Mr. Grossman) these days than that. I hope that you will be able to get—

Mr. Sweeney: We will see.

Mr. Edighoffer: I think it is important that—

Mr. Sweeney: Ten votes.

Mr. Edighoffer: Is that right? That will do it, eh?

Anyways, I gather that \$28 million was for the final payments of the Toronto and Ottawa convention centres. I would have liked to have seen that amount stay in this year's estimates for some other projects. The only one I can think of—there were many I suppose—is TVOntario. It seems they have been looking for funds to extend to eastern Ontario. The only thing I can see is they have extra money for capital renewal but nothing for network expansion. It is just too bad that this amount has to leave your budget this year.

I want to make a brief comment about the briefing book. I notice in the first pages in the book last year, some of the total figures for some of the cultural agencies were broken down a little more clearly than they are now. It told us for instance whether there was a decrease or increase in base grant funding. This year I did not see it anywhere. However, we can get to that as we get into the votes item by item.

I do not really want to make any comments about the libraries section because we will be doing that in committee with the bill.

I found it interesting to receive this copy of Museum Quarterly. There were two articles in this magazine, one produced by Marty Brent, manager of the museums program, Ministry of Citizenship and Culture. Right next to that article there was another entitled, "The Ministry of Citizenship and Culture's Museum Standards." I found the subtitle intriguing. It says: "Better Museums for Ontario or Rearranging the Deck Chairs on the Titanic?" Naturally that made me stop and wonder what this article was all about. I thought it was worth while placing a few of the comments from this article on record, and I hope you might be able to clear up some of these matters.

I went through the article very carefully and there is a paragraph at the first and another at the end that I would like to place on the record and hope you will be able to make some comments regarding this.

3:40 p.m.

The author of this article said she was "taking a critical stance here, not to lay blame, but rather to encourage thoughtful debate on an important question of whether the purpose of government involvement in culture is to control or to facilitate."

I would just like to quote from this article regarding museum standards. "When the standards were eventually made public, it was clear that they go far beyond the general goals of the policy; they are, in fact, a regulating device such as might be applied to producers of food products or polluters of the environment. The ministry described the new standards as a set of criteria for distributing public funds, which seems straightforward enough. But the implications of their inclusion in the regulation are serious for, hereby, regulation of the operation of museums is introduced and postulated as one of the principal means for the government to assist in museum development. This is both a pessimistic and paternalistic approach to cultural development which implies museums are not doing their job well of their own volition and, therefore, need the intervention of government to ensure that the public interest is protected. This type of regulation amounts to using the accountability principle as the basis for museum policy.

"That presents another problem because it focuses the ministry's attention on the daily operation of museums—a one-sided view of cultural development which does not acknowledge the reciprocal nature of the relationship between the citizens of this province and their museums. The regulatory approach seems to deny that community museums can and should be the free expression of a community's level of interest and of its own right to organize and enjoy its heritage in its own way."

The rest of the article goes on and talks about a book written by Bernard Ostry and makes some comments about that. Then on to this last paragraph:

"In the face of all this, there is an important role for the provincial government to play in museum affairs. Generally, the ministry must base its involvement in cultural affairs on a more astute analysis of Ontario's cultural needs than we have seen so far. Exercises like the ministry's questionnaire to community museums which spawned the standards, or the work of the Macaulay commission on the arts in Ontario, are self-fulfilling prophecies with limited value as a foundation for cultural policy. Next, the ministry should help in the search for new formulas for

distributing power and responsibility among government, business, and philanthropy. Recommendations from the ministry for museums to achieve greater financial self-sufficiency have a hollow ring. We need strategies to achieve a museum-community relationship strong enough to reduce our dependence on government funding.

"In addition, the ministry must provide us with help in understanding the complexities of our changing society in the form of statistical studies and analyses of museum-related issues. It must communicate the significance of heritage to all sectors of the provincial government, education, tourism, communications, and finance, to the extent that museums and heritage agencies are integrated into their activities at the policy level. But most importantly, the ministry must help to integrate museums into the value system and the network of cultural activity in this province.

"If the Ontario government could help community museums with these needs and other problems that I have identified, its involvement in museum affairs would be more welcome. If the ministry cannot help museums to solve these fundamental problems, community museums may become environmentally-controlled warehouses, empty of visitors, and the standards will remain a well-executed bureaucratic exercise, satisfying but beside the point. The Titanic was the most technologically-advanced ship that had ever sailed; it had achieved excellence. But the refusal to look up from the controls led to the meeting with the iceberg. Yes, Ontario museums must be improved but the standards in themselves will not ensure that. Perhaps it is not too late to steer the course of the Ministry of Citizenship and Culture away from a narrow regulatory approach and toward a broader vision of creating conditions for museums to flourish in this province."

This ends the quote. I found the article very interesting. I do not know the individual who wrote it but I look forward to any comments you might have on it, Minister.

I do not know how your press-clippings service is, but I thought you might be interested in one little press clipping I found in the London Free Press.

Mr. Sweeney: Did it spell her name right?

Mr. Edighoffer: Yes, it did. This was by Nick Martin, the London Free Press on November 3. It is very short but it is rather interesting to see what some reporters think of this ministry.

Mr. Grande: Do you read the London Free Press?

Hon. Ms. Fish: Every now and again.

Mr. Edighoffer: This was after there was a little upsetment in the Legislature one afternoon before the Public Libraries Act came on. It says:

"As the bells rang for hours Tuesday, and there was no sign of the question period ever starting, the most upset MPP was neither Peterson nor Davis nor the three MPPs who had already been ejected, but Citizenship and Culture Minister Susan Fish. She was on the order paper for second reading of a library bill. Fish, whose minutes in the limelight usually involve grants, was bringing her first bill before the House. 'It is not a big bill but it is mine,' she said. Fish finally got her bill before the House about 8:30 p.m."

There seems to be the feeling about this ministry for some people that there are lots of press releases and grants. I want to add that to your collection in case you had not received it.

The only other thing I would like to say, briefly, is that I believe on October 2, 1984, you issued a press release: "The first meeting of Susan Fish, Minister of Citizenship and Culture, and Marcel Masse, federal Minister of Communications."

In that press release it said: "The ministers agreed that a high priority is to raise public awareness of the economic impact of culture and the arts which represent a major aspect of Canada's tourist appeal and generate spinoff benefits for a wide range of service industries. The ministers emphasized that long-term job creation prospects are bright in these labour-intensive sectors, which should be stimulated to boost economic growth and employment."

Then it went on to give a number of items that were going to be discussed at future meetings. They included the promotion of cultural industries, support for key tourist and cultural activities and the importance of strengthening cultural organizations at the community level. At the end it said, "Mr. Masse and Ms. Fish both stressed that they are looking forward to an effective and creative partnership as they work together in this dynamic and growing field."

I hope it will grow, because in the last federal financial statement we received we noticed the federal government is going to make a number of cuts in that area, even with the Canada Council. I hope we will see this ministry expand, so many of these areas of arts and culture will continue to increase in Ontario in the future. I will let it go at that. I will have lots of questions later.

The Acting Chairman (Mr. Robinson): Does the minister wish to respond to Mr.

Edighoffer now or hear Mr. Grande's statement and respond to both of them at the same time?

Hon. Ms. Fish: I am at the committee's direction. Given the time, I should like to let Mr. Grande have the floor.

I should also note that Mr. Grande asked yesterday that I make a particular effort to ensure that representatives of TVOntario and the Royal Ontario Museum be here. I want to point out I have done that and they are here today.

3:50 p.m.

Mr. Grande: Mr. Chairman, I thank the minister for inviting representatives from the Royal Ontario Museum and TVOntario to come. I hope I am going to be able to get to them with questions I have. I do not know whether you were able to arrange that they come back next week. It would be a shame if they cannot and we are not able to find time to ask them questions today.

Let me begin by welcoming the—

Hon. Ms. Fish: Mr. Chairman, I wonder if I could just interrupt on that point ever so briefly. I should have let Mr. Grande know that Mr. Goodman had a case in court and made particular arrangements to be available to us this afternoon and not be in court. I am not certain about his being available Monday afternoon. I think Dr. Parr will be available Monday afternoon.

Dr. Parr: Yes.

Mr. Grande: What about Dr. Cruise if Mr. Goodman is not able to come?

Mr. Goodman: Dr. Cruise will be here as well. Would you like us to remain or would you like us to come back later on?

The Acting Chairman: Let me make some inquiries. Mr. Grande, how long do you anticipate your statement will be?

Mr. Grande: I do not anticipate it will take a long time, but I do anticipate we probably will not be able to ask questions before five o'clock, given that the minister is going to be answering my points and those of the Liberal critic after the two critics are finished, unless we make arrangements to ask questions once I am finished. That would be fine.

Let us play it by ear.

Mr. Wiseman: So that these gentlemen do not have to come back, is there any way we could get Mr. Grande's questions now?

The Acting Chairman: There is a traditional order these things normally take, recognizing that there are all sorts of pressures on important people every time we have estimates. The normal thing is for the minister to make her statement,

the critics to make theirs in response and then the minister to briefly or however she sees fit to reply to those two statements, then for the committee to go to the list of questioners on the first item.

Mr. Wiseman: Because it is the New Democratic Party that requested the two groups be here, I just wondered whether Mr. Grande would relinquish his place.

The Acting Chairman: Let me ask Mr. Grande whether he is prepared to stand down his opening statement and launch immediately into the questions, particularly for Mr. Goodman, who has gone out of his way to be here with us this afternoon?

Mr. Grande: That would be perfectly fine with me, Mr. Chairman.

Mr. Sweeney: Given the short amount of time, can we assume we will go through all the items at once or are we going to go through them one by one?

The Acting Chairman: It is not my habit to call the votes one at a time.

Mr. Sweeney: You have no objection.

The Acting Chairman: I have no objection to dealing with it en masse, recognizing that others will be in this seat long after I am gone.

Mr. Sweeney: Does the minister have any objection to accepting questions from any place in the votes as opposed to going through them one by one?

Hon. Ms. Fish: No, although if it is possible when we are dealing with that kind of thing on agencies, it would be easier to have some sense of it if, for example, Mr. Goodman comes to the table when we are dealing with the Royal Ontario Museum.

Mr. Edighoffer: Because there are only five hours I would be agreeable, but I think we should put a time limit on it.

The Acting Chairman: What should we put a time limit on?

Mr. Edighoffer: I would like to see a time limit on this questioning before the opening statement. The standing orders are pretty clear on what should be done.

The Acting Chairman: I understand the standing orders very clearly on this issue and it is my responsibility to divide the time evenly among the three parties. Ordinarily it tends to be between two parties, but indeed it may be among three if all members wish to participate.

To this point, the only time the Liberal Party has used has been for its opening statement. I am presuming Mr. Grande will use a comparable

amount of time for his, plus or minus. If we are going to go to questioning now, then I certainly am prepared to entertain Mr. Grande's questions on the ROM for perhaps 30 minutes. If that seems equitable, I do not think an hour and five minutes would be appropriate, considering the very limited time available.

Mr. Grande, I would welcome your comments on that.

Mr. Grande: Mr. Chairman, obviously the Liberal critic is going to be asking some questions about the Royal Ontario Museum, if his party has some questions. Therefore, this is the item with which we will deal and then we will return to my opening statement.

The Acting Chairman: I am not suggesting we are not going to return to it, I am just saying that if we lose two to two and a half hours on the opening statements and the response, then I will apportion the remaining two and a half hours. This is part of that apportionment that we are beginning now.

Mr. Grande: Let me be very quick then.

Mr. Edighoffer: Mr. Grande wants to ask questions; let him ask questions for a short while.

Hon. Ms. Fish: In that case, perhaps Mr. Chairman would ask Mr. Goodman to come forward to the table.

Mr. Grande: Mr. Goodman, thank you very much for the arrangements that you made to be here today.

Mr. Goodman: Not at all.

Mr. Grande: I really do appreciate it. However, as you probably are aware, I have a continuing interest in the Royal Ontario Museum.

Mr. Goodman: I am delighted to hear that.

Mr. Grande: It began basically when I was critic of Culture and Recreation and the museum was going through the renovation and expansion phase.

Basically, Mr. Goodman, I have some concerns. I need to express those concerns to you and I need to find out from you what is happening in certain cases.

One of my concerns regarding the museum staff is that I understand that in the executive branch of the museum you have a fellow by the name of Larry Allen who earns a good deal more money than did the previous person in that position. Since the amount of money is considerable, namely \$12,000, I just want to find out whether that particular position has been expanded. Therefore, I would like to know the role

of that gentleman. Or, if the role has not been expanded, then did you apply to the Inflation Restraint Board for that kind of an increase?

Mr. Goodman: Mr. Allen was at the museum when I came to the museum. The role has been expanded considerably. Mr. Allen is a very able executive who, among other things, is director of personnel. He has taken over the job of bringing up the standard of all of the middle executives in the museum through a series of training courses. He has generally played a large part in assessing personnel. He is leading our negotiations with the unions as well. In my limited experience, which now goes back just a little over a year, he is a first-class executive in whom I have a great deal of confidence.

If you would like some further explanation of a wider sweep for his responsibilities, he reports directly to Mr. Henry Graupner, who is our associate director of operations, and perhaps I could call Henry up to give an even wider and more detailed statement of what Mr. Allen does.

Mr. Grande: I really do not think that I need that much detail. You were saying something about the union that I did not catch.

Mr. Goodman: We are at the present time engaged in negotiations with three unions, and he is in charge of those negotiations.

Mr. Grande: I see.

Mr. Goodman: Not in charge of the negotiations with ROM but with the building service employees and OPSEU.

4 p.m.

Mr. Grande: Would you please, if you can—I am sure you can—answer the second part of the question. Let me give you the amounts I have here.

The person who was in Mr. Allen's position was paid \$40,425 on a yearly basis, and Mr. Allen receives for exactly the same position, although it is expanded—

Mr. Goodman: That is right. It is the same title, but it does not have the same duties.

Mr. Grande: All right, but Mr. Allen receives \$52,500. Did you or anyone at the museum go before the Inflation Restraint Board to get acceptance of that increase, which is obviously more than the five per cent that by legislation all government employees were under?

Mr. Goodman: With great respect, it is not the same position; it is a new position. The position was established before I arrived at the museum, but it is a new position, and I am quite confident it was unnecessary, under the provi-

sions of the act, to appear in front of the Inflation Restraint Board.

Henry, do you want to expand on that?

Mr. Graupner: The way the position has expanded is that the previous incumbent in a position with a similar title really was not involved to any extent in labour negotiations the way we are now having to be involved in them.

The previous incumbent essentially started life at the museum as an accounting clerk, a bookkeeper. He was at one time appointed as the sole person in personnel activity. As the museum grew, that person obviously acquired more staff but did not have the experience or the background to handle the human resource activities the museum is now faced with.

When that other person retired, we advertised. We had somewhere between 70 and 100 applications. We selected Mr. Allen because he was the best candidate for the museum at that time.

Mr. Goodman: In my opinion, having regard to the greatly expanded scope, it was not the same position and no consents were required.

Mr. Grande: In view of what you said, when was the union certified? I was critic of the Ministry of Culture and Recreation when that occurred, which now goes back at least four if not five years at the museum.

Mr. Goodman: That is about right.

Interjection: For the Ontario Public Service Employees Union.

Mr. Goodman: Which union are you talking about?

Mr. Grande: I am talking about the union within the museum. I realize that you have two unions.

Mr. Goodman: We have three.

Mr. Grande: Three unions. I do not remember the names.

Mr. Goodman: Do you recall for what types of employees they are?

Mr. Grande: They are probably support staff.

Mr. Goodman: If I may state it briefly, we have one union that covers security and maintenance primarily; that is the building services employees. We have OPSEU, which covers a large group of support staff and clerical staff, and those negotiations are also taking place. We have ROMCA, the Royal Ontario Museum Curatorial Association, which covers the academic part of the museum, which was certified a year and a half ago, but because of some difficulties in settling the bargaining unit we have not yet got into negotiations with them.

Mr. Grande: The point I would like to get across is that the OPSEU unit has been there for the past four to five years.

Mr. Goodman: So has building services.

Mr. Grande: The assignment of Mr. Larry Allen took place last year, I understand.

Mr. Goodman: No.

Mr. Grande: Officially it was last year.

Mr. Goodman: About a year and a half ago. But, as I tried to explain at the beginning, that is only a portion of his duties; it is now a much more senior executive job. It is not only a question of his being a person of great ability. He has taken a job for which the union negotiations is only part; the training of executives is another part. None of this was done by the previous holder of the title.

Therefore, there is no problem, in my opinion. At the time we were so advised, I understand. Unfortunately, I was not there. With great respect, I do not think the \$12,000 increase can be questioned at all.

Mr. Grande: I hear information coming from the museum and in putting that information to you I am just trying to find how you deal with these problems. You say the position was expanded and that is fine with me. But then you say part of the expansion of that role was with respect to negotiations with the union. I am just pointing out the union has been in existence for about four or five years.

Anyway, let me go on to the next question. Whether anyone recalls or not, about four or five years ago I put questions on Orders and Notices in the Legislature trying to find out the wages or salaries of people in the museum. I was not given that information; I was told it was a private matter and therefore no one was going to let me know. At least, that is the answer I got in the Legislature.

By the way, I do know the salaries of people at the museum. It took me a little while but I got that information. However, I would like to know what the difference is in the role of the director of the museum and that of Mr. Graupner?

Mr. Goodman: May I just briefly give to you the museum management structure. The director, who is also a member of the board of trustees, under the Royal Ontario Museum Act is the chief executive officer of the museum. He is responsible to the board of trustees for the operation of the museum.

The museum has two associate directors. One associate director is the associate director operations. That is Mr. Graupner's position. The other

is the associate director curatorial, Dr. David Barr. They both report directly to Dr. Cruise.

In any institution of this nature there has to be some overlapping between the interests of the two associate directors. But primarily Mr. Graupner's responsibilities and jurisdiction cover the field of operation: the running of the plant, the running of the building, the running of the gallery development, property committee and personnel committee. Dr. Barr's job is curatorial planning, assessment of the various departments, assessment of the various academics.

Both of them work together with the various committees of the board. We have a very strong committee system. For example, we have a strong financial committee which looks after not only finances but auditing. Both associate directors come to those meetings and work out the budgets with Dr. Cruise and the chairman of the finance committee.

In short, the operational aspect is run by Mr. Graupner; the academic aspect is run by Dr. Barr.

Mr. Grande: Supposedly then, since Dr. Barr and Mr. Graupner have different roles but are both associate—

Mr. Goodman: The same title?

Mr. Grande: —are associate directors, they presumably will be earning the same amount of money?

Mr. Goodman: No, they are not earning the same amount of money. Originally, when Mr. Graupner was hired by my predecessor, he had up to that time been responsible for the building and the development of the museum. It is the largest museum building in North America. He has a salary which exceeds that of Dr. Barr.

Dr. Barr's salary, when he was appointed to the position of associate director about two months ago, is in accordance with the type of salaries for that position.

4:10 p.m.

Mr. Grande: In other words, earning as much as Barbara Stephen earned in this position?

Mr. Goodman: No, he is earning more than Barbara Stephen earned, because when Dr. Barr took over the position, he was a curator. When Barbara Stephen first had the job, she was an associate curator. They also have a different academic level. Dr. Barr has his PhD; Barbara Stephen, who did a fine job, does not.

Mr. Grande: I am miffed at the situation I see before me; that the associate director of operations should be earning as much as the museum's

director. How does this happen? I have never heard of such a thing. I just want to point out to you that they both earn \$65,000.

Mr. Goodman: I beg your pardon?

Mr. Grande: They both earn \$65,000. I do not understand how this can happen.

Mr. Goodman: That is incorrect, sir. I did not give you this information.

Mr. Grande: Was there an increase? I do have that information.

Mr. Goodman: The information you have is incorrect. The statement that Mr. Graupner earns slightly more than Dr. Cruise is correct.

The reason for this, and I was not at the museum at the time, was that Mr. Graupner had special responsibilities, in addition to those duties normally associated with the position. It was a new position which included overseeing the completion of the building of a \$55-million museum, and the installation of \$22-million worth of improvements, in order to start the exhibits. My predecessor felt that in the light of these tasks the salary difference was appropriate. I agree with him.

Mr. Grande: Again, Mr. Graupner's position became official—

Mr. Goodman: The day I took over.

Mr. Grande: —in September or October of last year?

Mr. Goodman: No, it became official on July 1 of last year.

Mr. Grande: It may not be strange to anyone else, but it is strange to me that the director earns—now you are telling me that the associate director earns more than the director. When Mr. Graupner was overseeing museum improvements, I understand—

Mr. Goodman: This was an entirely new position; he did not take over from anyone. The board of trustees, in the period just prior to my joining the board and becoming chairman, decided that the importance of the expenditures demanded this new position, which they created. On this basis they made the decision, which I think was wise, to pay him this salary. Dr. Cruise, I might add, was strongly in favour.

Mr. Grande: I just find it strange. Obviously, you do not.

Mr. Goodman: I understand that you have to go on to other questions. I would be delighted to explain in more detail the responsibilities that caused this decision to take place.

Mr. Grande: Let me ask you another question on a related matter. Why is the museum losing so

much money with respect to the special exhibits it stages? In *Search of Alexander*, I understand, lost \$274,000; *Treasures from the Tower of London* lost \$488,000; *Silk Roads:China Ships* lost about \$400,000; and *Georgian Canada: Conflict and Culture* has a projected loss of about \$1 million. Why are we seeing losses of this magnitude?

Is something happening at the museum that is causing people to stay away? What is taking place?

Mr. Goodman: Nothing is happening. In fact, the regular attendance at the museum this year has increased dramatically because we have hired a new public relations and promotion staff.

First of all, the reason for having the special exhibition this year, the one which will turn out to have the largest loss, was as part of the bicentennial exhibitions. I think I can safely say this was the major venture of the province, from the point of view of the bicentennial exhibitions.

The one before that, *Silk Roads:China Ships*, which was also mounted by the museum, was a great critical success. The *Georgian Canada* exhibition has had nothing but rave reviews. Without doubt the quality of the exhibitions is something of which the museum is proud and in which the province can take great pride.

However, there cannot be any doubt that exhibitions of this nature are not paying or commercial propositions. If you could say to me that the quality was a cause of the loss, then I would say there is some cause for complaint, but that clearly was not the case.

I think to some extent we should be criticized—not seriously, but criticized—because we had not in the past done enough public relations and promotions. It was a matter of great concern. We completely changed over our staff. We established separate positions, where it had only been part of exhibitions, and the result in the increases in attendance at the museum has been startling.

Before we went ahead with these two exhibitions we had several special discussions of the board of trustees, and it was my opinion that we had gone so far when I took office that it was essential that we do it. Apart from the fact that we had proceeded and spent a lot of the money already, it was essential to proceed for this reason: in July 1983 only slightly over 20 per cent of the museum's exhibition spaces were covered, with the result that people would come to the museum, they would look, and they would get no excitement; there was not enough for them to see, no matter what avid museum fans they might be.

We realized, in order to give life and excitement to the museum, we must keep on bringing in or constructing important special exhibitions, which we did. We knew—certainly we knew at the outset—that we were going to lose money on the bicentennial. We had those discussions with the government in which we indicated that we were going to lose money.

We lost it, and more than we thought we were going to lose. This was largely because the Festival of Festivals and all the other special attractions took a lot of audiences. It seems that the visual arts do not attract as well as the performing arts at present. That is why we are working on it so hard at present.

The same problem is being faced for special exhibitions at the Art Gallery of Ontario. I think we made only one mistake in Georgian Canada. We probably made a mistake in the timing—would not you say, Jim?—because we started it at the same time as the opening of the Festival of Festivals, the special Metropolitan Opera, and the special ballets and we gave ourselves too much competition. I think that was a mistake. We would have earned a little bit more if we had done a little better timing.

Mr. Grande: From your estimates—last year's financial statement—I see the province gave the museum a \$450,000 repayable grant, regarding the Georgian Canada exhibition.

Mr. Goodman: Those figures are incorrect, sir.

Mr. Grande: They are from your report.

Mr. Goodman: That was the first instalment.

Mr. Grande: I see. I am reading from your audit: "Repayable grant from province of Ontario: In 1983, the museum received a \$450,000 repayable grant from the province of Ontario to assist in the initial funding of a major exhibition for the 1984 bicentennial, entitled 'Georgian Elegance and a New Land.' Okay, so it was initial?"

4:20 p.m.

Mr. Goodman: Subsequently, we received more money.

Mr. Grande: All right. I understand you are negotiating—or have already negotiated—for the government to assume the deficit you incurred with this exhibition. Is that correct?

Mr. Goodman: We have not finished those negotiations. That is certainly our request, as being properly chargeable to the bicentennial celebration and the Queen's visit.

Mr. Grande: The last question I have concerns a man by the name of Alan Lawrence

who was chief of security. I understand that when he was terminated he received a pretty sizeable settlement which, to my way of thinking is—what do you call it?

Mr. Shymko: Severance pay.

Mr. Grande: Severance pay, if you like. Is my understanding correct that the severance pay was about six months' wages? This was for a man who had been working there for—

Mr. Goodman: Mr. Graupner can provide you with that information. I cannot give you the answer—

Mr. Grande: Perhaps Mr. Graupner could also do it for other people who have left the museum. It seems to me that in the last year a tremendous number of people, both from the curatorial staff and from administration, have also left the museum.

Mr. Goodman: It depends what you mean by "left." As I indicated to you earlier, we have made a lot of staff changes. If that means "left," then they have left. For the most part those changes have been initiated by management and the board, in order to upgrade the administration of the museum and to make certain it is what it has already become in the last six or eight months: a very lively place and a better-secured place. Jim, will you talk about Mr. Lawrence?

Mr. Graupner: Mr. Lawrence retired. He was less than 65, but the museum has a scheme for early retirement. That scheme involves the museum putting a lump sum into the pension fund in order to provide a pension earlier than 65 that is not reduced actuarially from what would apply at the age of 65.

Mr. Lawrence elected to take as a lump sum that money which we would have otherwise put into the pension fund. Therefore his pension, out of the pension fund, will be reduced below what he would have got if he had stayed until 65.

Mr. Grande: All right.

Mr. Gordon Bristowe was associate director of administration and facilities and I would assume it is the job you are performing now in some—

Mr. Graupner: No, that is not the job I am performing.

Mr. Goodman: Let us put it this way: Mr. Graupner's duties are far wider than Mr. Bristowe's.

Mr. Grande: Mr. Bristowe had seven years of service when he left, and was awarded one and a half years' severance pay, amounting to \$45,000. Is that correct?

Mr. Graupner: I am not competent to answer that question. That was not done while I was there.

Mr. Goodman: I was not there either.

Dr. Cruise: I did not hear the figure.

Mr. Grande: One and a half years' severance pay, amounting to \$45,000, when Mr. Bristow left after seven years' service.

Dr. Cruise: I do not think that figure is correct. There was a severance payment to Mr. Bristow.

The Acting Chairman: Could you respond to that question from the critic, in writing, at a later time?

Mr. Grande: Could you please? I would appreciate it.

Dr. Cruise: Yes.

Mr. Grande: Mr. Chairman, and Mr. Goodman, thank you very much indeed for your indulgence.

Mr. Goodman: Thank you very much for your interest. I say it seriously, sir. I am pleased that members are interested in the operation.

The Acting Chairman: I have others on the list, Mr. Goodman, if you would remain. Mr. Sweeney?

Mr. Sweeney: Thank you. Mr. Goodman, a number of people from my community have come down to the museum and faced the very situation you described: a building that is about 20 to 25 per cent complete as far as exhibitions are concerned.

Mr. Goodman: We are up to 30 now.

Mr. Sweeney: Okay. The general consensus is that the trip was not worth it. My concern is that if enough people think that, the potential loss over a longer period of time of traditional museum visitors is going to be great. Can you indicate to us what kind of time line you are now facing to get what percentage of the museum on line?

Mr. Goodman: Yes, sir. When I took over on July 1, 1983, I had some discussion, first very briefly with Mr. McCaffrey and subsequently with Ms. Fish, about the problem you now indicate. There simply was no money to put into the important exhibits. The plan at that time called for the museum to be finished in the year 2001. I am not going to be alive in the year 2001, so I thought it would be nice if I could at least see the museum finished.

I had some further discussions with the ministry and the government and they agreed if the museum would launch a campaign to raise at

least \$10 million, they would give us a matching grant of \$10 million. We agreed to go on a campaign for \$12 million from the private sector, which we have commenced. Knowing this money is available, we were able to do all the planning. It takes at least two years of planning before you can start installing an exhibit.

We have been able to cut the time for finishing the museum from 2001 to 1991, and the museum will be substantially completed, over 80 per cent, by the year 1988. Already in our calendar year we have opened four exhibits. I noticed the various details are in the briefing material. We will be finishing at least three, and perhaps four, exhibits during the next year.

Henry, now that we are over 30 per cent, when will we be over 50 per cent completed?

Mr. Graupner: I project by 1986.

Mr. Goodman: So, by 1986, we will have gone from 20 per cent to well over 50 per cent. I am satisfied now, having spent more than a year at the museum, that we cannot possibly proceed at a faster pace. I go to the meetings of the gallery development committee. We have set up a team system and we have designers. We are moving post-haste.

That is the reason we have found it so necessary to have special exhibitions, as I indicated earlier. Not only our own; we are bringing over travelling exhibitions. I went over to Italy to conclude negotiations for the special exhibition that is there today. We are bringing exhibitions from the leading museums in the United States and from Quebec. We have brought exhibitions from the Estonian community and the Smithsonian exhibit of Saudi Arabia.

What we are trying to do is get all the various cultures that make up Ontario and the rest of the world and have special exhibits. There is a special quilt exhibit on now and we have put in certain temporary exhibits. I think if your friends from Stratford come back, they will find there is a lot more in place than there was when they came before. We have had an amazing amount in the past 15 months.

Do not misunderstand me. There was a problem with money. Once we could find the money, we agreed to go out on a campaign of our own. I can tell you it is not easy to go on a campaign five years after you have been on a campaign; but once we did it and could start spending money on planning, there were amazing changes in the last year and there will be in the next two years; people will not regret coming.

4:30 p.m.

After all, we are recognized as one of the three or four outstanding institutions of this nature on the continent. We are one of the very few scientific, educational and cultural museums. I think there are about five or six, Jim, on the whole continent, are there not? Certainly fewer than eight.

The criticism was well founded; I can understand your constituents' distress.

Mr. Sweeney: I appreciate the fact that you were not as directly associated with the museum five or six years ago as you are now. But when the entire project was brought to our attention at that time the impression that I, at least, was left with as one member was that the overall planning for the new museum—where various buildings were going to go, where various spaces were going to go, what was going to go into those spaces—had already been done. That was part of the overall planning project.

In other words, five, six or seven years ago there was a good overall sense of what was going to go into these spaces and how they were going to be set up. We were also told that to a large extent the problem was not the acquisitions, that the museum in fact had far more acquisitions than it could display.

I am at a loss to understand how it is possible that five, six or seven years ago some one could come to us and say, "We need this new space, we need this new money because here are the kinds of things we want to do," and now I hear you saying you have to start planning and it takes a long time to plan. There is a mixup here somewhere.

Dr. Cruise: I would like to respond, if I may. You are absolutely correct that in 1978 the museum completed what was called the final planning report. That document does show exactly where each gallery will be located in a total of 205,000 square feet of public gallery space.

Today there have been very few changes: only subtle variations perhaps, usually co-operative adjustments between two contiguous areas, but essentially there has been no change to the final planning report of 1978.

However, in 1977 in the United States a survey had been done to find out how much time and money it took to design and build permanent museum gallery exhibits. It is a process that is totally different from hanging an exhibition of two-dimensional art in an art gallery, because in an art gallery you get your space, you go in and, in perhaps a matter of weeks or two or three

months, hang a wonderful exhibition. But the planning and design, working out of circulation routes and all the rest of it and eventually the construction of permanent galleries—by this we mean galleries that are intended to last for 15 or 20 years, not without improvements and fine tuning, but essentially permanent galleries—is a long, slow process.

In the United States in 1977 they did a nationwide survey, and the figures, I think, are worth remembering. Six years of time and \$100 a square foot was the average taken by American institutions to design, build and open. This is 1977 US money, and this is after you had your space: \$100 a square foot to design, construct and get ready to open permanent displays. This figure does not include the acquisition of artifacts and specimens.

You are absolutely right that, with something like six million artifacts and specimens, we knew in 1978 and we know now that we do not have to make major acquisitions at all. But it is a slow process.

We have had 19 gallery development teams working simultaneously. It takes a tremendous amount of staff input and expertise to do this, and we have a number of multidisciplinary galleries, which will be great but which take even more time because you have to get curatorial people interacting and deciding how they can most effectively use the artifacts and specimens that we have.

So, actually, by international standards we are doing pretty well at the Royal Ontario Museum in developing galleries that will take us well into the 21st century.

Mr. Sweeney: Given the amount of empty space you have and given the kind of time lines you are talking about, has there been or was there any discussion of somewhat temporary displays using the materials you already have as part of a longer-term project?

In other words, we will set this gallery up, not the way it is going to be finally, but since we are not going to be able to get at it until 1988 anyway, let us have something there in the meantime. Then, by 1986-87, we will, it is true, have to pull it apart and start the final work.

Mr. Goodman: We have done that in the last year with some very important exhibitions. I would love to take this committee over to give them a tour, for example, of the Treasures of the ROM. How many square feet is that?

Dr. Cruise: It is 10,000 square feet, culled from the collection.

Mr. Goodman: Yes, it was an exhibition culled from the collection. That is one.

Another exhibition we have held recently is our eighth-century ceramic horse collection. We have exhibited a special Paul Kane gallery. We have the finest collection of Paul Kanes in the world and we put together a very special exhibit.

Your suggestion is absolutely dead on, but we have a problem. In order to try to get the permanent galleries open, we have curators working almost full time on designing and working on those galleries. Because of restraints, we do not have nearly the curatorial staff that was planned in that book Dr. Cruise told you about. We are operating on far less money than our budget was supposed to be when the museum was planned.

So every time I ask Henry or Jim why we do not do something like what you have just suggested, they say, "That is fine, but that is going to slow up the work they are doing on the permanent gallery by several months." So we are on the horns of a dilemma: we have to balance getting some of those new things in and yet push ahead as vigorously as possible with the permanent gallery.

Let me assure you that this was the very first thing that occurred to me and, as a result, we have opened about four new galleries similar in nature to what you are discussing.

Mr. Sweeney: I have one final question. I want to come back to the point the member for Oakwood (Mr. Grande) raised; that is, the losses you have sustained in these special programs. They are considerable and you have brought that to our attention.

Do you have a mechanism of, for want of a better expression, market analysis to find out what is going to sell, what the competition is and what is the best time?

Quite frankly, I go by the museum almost daily and I am not really terribly enthused by some of the things you have. That is one man's reaction to it. I am just wondering how representative I am of the general public which is prepared to put down its dollars to walk through that building. How popular is what you are putting in?

Mr. Goodman: The answer to the popularity of what we are putting in is, first, we did market studies. We constantly do surveys within the museum, but we do have some limitations on the number of market surveys upon which we can call. All you gentlemen are in public life and you recognize the cost of market studies, so we are limited.

Mr. Sweeney: It would be a lot cheaper than those losses.

Mr. Goodman: We have done that. We think you have to recognize the fact exhibits are important, but they are not commercial. I am satisfied, from the amount of time and energy that have been spent, that, in the last six or eight months, we have been doing as good a job as can be done.

We have crackerjack public relations and program people—we have stolen from everybody across the city—and the result has been really a spectacular improvement, as you will see when our annual report comes out.

Unfortunately, people are not nearly as interested in history as they should be or as we had hoped they would be. That showed up in Georgian Canada, which was just a magnificent exhibit, yet did poorly audience-wise.

When you say when you walk by, do you mean the things in the poster places?

Mr. Sweeney: No, just the titles; I do not find them terribly attractive, so I am wondering to what extent the general public finds them attractive.

4:40 p.m.

Mr. Goodman: The minister agreed with you and so did I, that I was too lenient, and I got a blast from the minister about the title. I went running to Cruise and Graupner and others. As a matter of fact, we did a little market study. As a result of a call I received personally from the minister—

Mr. Edighoffer: She has your phone number?

Mr. Goodman: She has my phone number, that is right. I ran out and got to these two fellows—actually to Ken MacKeracher, who is our assistant director in charge of public programs. We did a small market study and came up with a name I thought was worse.

Mr. Edighoffer: How many public relations people have you hired?

Mr. Goodman: Not enough.

Mr. Edighoffer: How many is that?

Mr. Goodman: I am just going to think it out. We have five permanent staff members dealing with our day-to-day programs, special exhibitions and now even the campaign, which also requires a lot of attention, I can tell you. It is not easy to raise \$12 million when you raised almost \$11 million only five years earlier.

Mr. Edighoffer: I have lots more questions, but I think we are running out of time.

Mr. Wiseman: Could I ask just one more question? There has been a lot of mention of the deficit at the museum and one of the gentlemen mentioned the museums abroad and what it costs per square foot and one thing and another.

I would think museums are a lot like Ontario Place and other places such as that; they just will not break even, even under the best of circumstances.

Mr. Goodman: That is what I meant when I said they are "not commercial." There is no way they can be.

There is one thing I want to say, and I know you have been very kind and given me lots of time to speak. In our operating budget, we have three areas of statements. One is the campaign, one is the normal operation, and one has to do with the special exhibitions.

We have talked about the financial loss on the special exhibitions. Our operating budget has been brought into line and we are not losing money on our normal operating budget.

Mr. Sweeney: I hope not.

The Acting Chairman: So does the minister.

Hon. Ms. Fish: What was that?

The Acting Chairman: He said he hopes not and I said you do, too.

Mr. Grande: Mr. Goodman, you do not have to answer this question right now, but perhaps you can send it to me in the mail or whatever.

Does the museum provide or make personal loans to executive management?

Mr. Goodman: I do not know the answer to that question.

Mr. Grande: You have heard the question and I guess you can find out and let me know.

Mr. Goodman: Okay.

Mr. Grande: Would I be able to get the minutes of the board of directors of the museum for this year?

Mr. Goodman: Yes, but may I say this: I am glad you asked that question. We invite a member of the curatorial staff and a member of the noncuratorial staff as observers to every meeting. I would have no objection if the minister gave you those minutes, subject to one thing. I do not want to mislead you.

About every second meeting we usually have a confidential session. I would have objections to those minutes being distributed because they cover ongoing problems and may contain comments about individuals. Other than for those confidential minutes, which usually run only about a page or a page and a half in length, I

would have no objection to those minutes being sent to you by the minister.

Mr. Grande: By the minister, Mr. Goodman?

Mr. Goodman: I do not mind sending them to you.

Mr. Grande: Please, if you could.

Mr. Goodman: No, I do not mind sending them to you.

Hon. Ms. Fish: Perhaps we could deal with the protocol since, Mr. Grande, you have placed a question with regard to the minutes directly to me in Orders and Notices, so we will co-ordinate the information coming forward in accordance with the normal courtesies on answering that.

Mr. Grande: I will withdraw that question in Orders and Notices if Mr. Goodman will send me the minutes.

Mr. Goodman: Other than for that one small reservation, I would be delighted.

Mr. Grande: I will withdraw the question from the order paper, no problem.

The next question deals with the bone of contention between yourself and the former chairman of the ROM. The former chairman was saying that there was absolutely no way that you were going to go to outside sources to borrow more money. You were interested in getting on with the museum, getting it finished, putting the galleries in place, and as a matter of fact, you committed yourself to the year 1990 for the completion of—

Mr. Goodman: It was 1991.

Mr. Grande: It was 1991, was it? Did you ask for an increase in the ability to borrow money, from the \$5 million which I understand it used to be, to \$10 million? Did you get it?

Mr. Goodman: No, we did not ask for \$10 million. We asked for \$7 million—from \$5 million to \$7 million. At one time we did think about \$10 million and we decided that was too much.

I am interested that you would know what went on among Henry, Jim and myself. In any event, we did ask that; we have not yet received permission from the cabinet, which is required, to increase our borrowing limit.

Mr. Grande: I do not know how I know but—

Mr. Goodman: I am telling you the figure is \$7 million, not \$10 million.

Mr. Grande: That is fine. That is clear.

My last question is more of a statement than anything else; Dr. Cruise has stated publicly that he is not interested in remaining director of the museum next year, because I understand his term

will be completed in 1985. Have you then assumed Mr. Graupner will be the new director?

Mr. Goodman: No. First, Dr. Cruise and I are still discussing what his plans are. He has not informed me as to what his plans are. I would not in any way think that Henry's type of responsibilities would be the ones that would be assumed by the director.

Mr. Grande: I am just going by the press.

Mr. Goodman: That is right. We all know that whenever you go by the press, you have a problem.

Mr. Grande: Dr. Cruise was interested in looking for another appointment and not renewing the directorship at the museum.

Mr. Goodman: Dr. Cruise and I are still having conversations about that whole problem.

Mr. Kells: Could be the fifth man in the leadership race.

Mr. Goodman: Who? Cruise or Graupner?

Mr. Kells: Anyone.

Mr. Goodman: Some people badly want a fifth.

Mr. Sweeney: Will you open another museum in Waterloo?

Mr. Goodman: One just opened up there. The former director of the museum opened his own. He would like to run for the leadership, I think.

The Acting Chairman: Are there any further questions before we close these estimates? If not, thank you, Mr. Goodman, gentlemen, for your time.

Mr. Goodman: Thank you.

The Acting Chairman: In the remaining 10 minutes, Mr. Grande, may we revert to your opening statement.

Mr. Grande: Mr. Chairman, I will begin with my opening remarks and continue on Monday. One of the things that in the past we have been talking about is this: gone are the days, as when I was critic for the Ministry of Culture and Recreation, when a minister like Bob Welch would come into these estimates and say: "I am here for my estimates. I am here to listen to my critics. Let us get on with it."

We are basically hearing long dissertations from most of the ministries that come before us. I am not criticising this custom, but Minister, I think a good deal of what you said here I already read in the estimates book. That is the way it is. The five short hours we have for these estimates obviously will not be able to accommodate us. That is the fault of the system and of no one else.

4:50 p.m.

Let me start, Mr. Chairman, by welcoming the deputy minister and the other assistant deputy ministers who are new to these estimates and by welcoming the minister who is new to these estimates as well. Someone once said that politics had to be fun. Was it not the Premier (Mr. Davis)? Perhaps we will make it fun.

We are charged here, as opposition critics, to be critical of this ministry and of other ministries of this government. In order for us to discharge our duty, sometimes we have to ask painful questions, but questions that need to be asked, to determine how the money that is appropriated is spent. That is basically what estimates are all about.

The other part of the estimates, of course, consists of talking about the priorities of the ministry that have occurred in the last year, since we always take a look at estimates a year behind, and suggest through the minister to ministry officials the kind of direction in which we feel, as critics of a particular ministry, that ministry should be moving. I, for one, do not hesitate to do both of those things.

One overall phenomenon that has occurred in the last three to four months has been the September 4 election of a Conservative government in Ottawa. With that election obviously there has been a tremendous change. People wanted a change and perhaps they are getting the change they so desperately wanted. Unfortunately some of the changes we have seen in the last two, three or four days are, as far as I and my party are concerned, retrograde changes that are going to throw us back culturally.

The new Prime Minister seems to want to develop a love affair with President Reagan of the United States. Although I do not hear any dissenting voice from this minister about what they are doing in the cultural field, nonetheless I do hear a dissenting voice from the Deputy Minister of Citizenship and Culture. Let me tell you, I happen to appreciate that.

I ask myself why the deputy minister is speaking and not the minister. Why is the deputy minister talking about the preservation of our distinctive way of life and of the culture we have developed over many years in Canada?

I have an article from the Toronto Star headed, "Canada Urged to Shield Culture from US," in which Mr. Ostry says that cultural sovereignty is not negotiable. Let me quote from this article, because I really liked what it said. I wish I had his full speech.

It says, "Cultural sovereignty, the right of citizens of free nations to choose their own way of life under law, the right of Canadians to be and to continue to be ourselves, is not negotiable."

Here is another quote: "All our great communication systems, beginning with the canals and continuing with the railway and telegraphs, with radio and television and with newer media, have derived their impulse from this anxiety." He is talking about the anxiety of being ourselves, of being different from our neighbours to the south, culturally speaking.

I really appreciated that and I thank you, sir, for having done it. However, I want to hear that kind of voice from the minister. Not only is this speech aimed south of the border, but it is aimed at the new federal government. It says: "Be careful. This shaking of hands is fine, having this friendly relationship is fine, but do not go too far because if you do we are going to be the losers for it."

I thank him for that, because the former Citizenship and Culture critic of this party, Dr. Allen, talks about basically the same thing in a published work he produced in the last year or year and a half. It was called *Work of Art* and it is basically the arts policy of the New Democratic Party as passed at its convention last June. I would like to quote one paragraph from *Work of Art*, New Democratic Party Policy on Arts in Ontario, 1984. It said:

"Survival of the northern half of North America has called throughout our history for creative use of public instruments and an alliance of public and private sectors untypical of our American neighbours.

"From the company of gentlemen trading into Hudson Bay to Petro-Canada, we have grown on a pattern of public action which the so-called new Conservatism on its American model betrays.

"The CBC, the Canada Council, the Ontario Arts Council, and TVOntario are hallmarks of our difference, as are our bilingual affirmations and our multicultural support systems. Creative government, whatever the delinquencies of provincial and federal regimes have been, are not just our style but our necessity."

I was hearing Mr. Ostry saying the same thing as Dr. Allen was saying in this report.

Minister, for the time being—or perhaps for a long time, I do not know—you must be the

protector of that culture which is ours in Ontario. Any federal government or any other country, whatever its stripe, should not be allowed to do anything to diminish the culture we have in this province.

I did talk about *Work of Art*; the people of this province owe a debt of gratitude to Dr. Allen for putting it together. About 60 to 65 people representing every aspect of cultural life in this province worked together for months to produce this document. Basically, it is the beginning of a cultural policy the New Democratic Party would put in place.

What is the cultural policy of the Conservative government of Ontario? This document throws a challenge to the minister and to the government of Ontario to put forward a cultural policy for this province.

I do not want to say they are memories yet, but I remember hearing the Deputy Premier (Mr. Welch) say when I first became Culture and Recreation critic some time ago, "The government is going to write down what we are talking about when we talk about a cultural policy for Ontario, and it is imminent." Again I go back about eight or nine years. I have not seen it yet.

The minister can probably say to me, "Well, through these estimates you will see in the different areas what the cultural policy of Ontario is." However, I do not see a comprehensive cultural policy. I can see little bits of programs here and there, but I do not have a vision of what this government wants our culture to be and the direction that our cultural policy in this province ought to take.

Let me return to the Tories in power in Ottawa.

Perhaps, Mr. Chairman, this may be the appropriate time for me to end. It is not my complete opening statement, but the first 10 minutes of it.

The Acting Chairman: If there is any of this material that you would like to take with you, take it with you today; it may not be here when we return on Monday.

If there is no further business before the committee this afternoon, the committee stands adjourned until after routine proceedings on Monday night.

The committee adjourned at 5:03 p.m.

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- Grande, T. (Oakwood NDP)
- Kells, M. C.; Vice-Chairman (Humber PC)
- Robinson, A. M.; Acting Chairman (Scarborough-Ellesmere PC)
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- Sweeney, J. (Kitchener-Wilmot L)
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From the Ministry of Citizenship and Culture:

- Cruise, Dr. J. E., Director, Royal Ontario Museum
- Goodman, E. A., Chairman, Royal Ontario Museum
- Graupner, H., Associate Director, Operations, Royal Ontario Museum
- Parr, Dr. J., Chairman, Ontario Educational Communications Authority



No. S-9

Hansard

Official Report of Debates

Legislative Assembly of Ontario



Standing Committee on Social Development
Estimates, Ministry of Citizenship and Culture

Fourth Session, 32nd Parliament
Monday, November 19, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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Contents of the proceedings reported in this issue of Hansard appears at the back, together with an alphabetical list of the speakers taking part.

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Monday, November 19, 1984

The committee met at 3:40 p.m. in room 151.

After other business:

3:45 p.m.

ESTIMATES, MINISTRY OF CITIZENSHIP AND CULTURE

(concluded)

Mr. Chairman: Ms. Fish, you were going to respond to some questions.

Mr. Breagh: Maybe I should put on the record that the member for Oakwood (Mr. Grande) is ill today. I understand he was in mid-flight in his opening remarks. He has a little problem with his back and will not be able to be here for the duration of the estimates.

Mr. Chairman: Minister, Mr. Breagh is going to be your New Democratic Party critic, so be careful.

Mr. Sweeney: Mr. Breagh, are you taking off again or are you picking up in mid-flight?

Mr. Breagh: I am just a shy, retiring member who is going to sit here quietly and monitor the proceedings for a while, and then I am going to take you on.

Mr. Robinson: For 30 seconds or 36 seconds.

Mr. Chairman: Minister, you can respond to them both if you like.

Hon. Ms. Fish: Okay, I guess I can move into my response; but just before I start, did I understand we are going into hearings tomorrow on Bill 93?

Mr. Chairman: That is right.

Hon. Ms. Fish: I am just a little confused here.

Mr. Chairman: We are starting tomorrow.

Hon. Ms. Fish: Okay; by the time we got around to the Tuesdays, Wednesdays and Mondays, I was not sure where we would be beginning.

As the member for Oshawa (Mr. Breagh) has indicated, Mr. Grande's rough estimate was that he got about halfway through his opening statement. As honourable members will recall, last day we also altered the formal order somewhat by interrupting the official opening statements and moving to some fairly lengthy questioning of officials of the Royal Ontario

Museum, who had arranged to be here specially at the request of Mr. Grande.

I will presume that if Mr. Grande has further follow-up questions he will be in touch with me directly on them. There were some undertakings last day that some of the materials surrounding minutes and that kind of question would be developed and a reply would be given.

They are not quite ready today because there was more than a year's worth of minutes and things to be put together. You might perhaps convey to him that the work is still under way and we will get back to him on those items.

Notwithstanding that, let me go over a couple of points. Mr. Edighoffer, you had raised a couple of things in your opening statement and indicated you would get into some detailed questions once we got directly into the specific votes.

One question you raised at the outset was within the estimates themselves on the matter of some increase in the direct operating expenses and a decrease in the transfer payments. I want to take you back for a moment to that page. It is on the first page of substance headed "Notes on General Financial Changes," with which I think we were dealing.

I wanted to confirm for you that the major decrease of \$27,712,800, nearly \$28 million, is tied to the shift in responsibility for convention centres, and the money, which is from Lottario grants, as you can see from the entry on the page, is from a program, a lottery, that is not dedicated but is project-specific funding approval.

Because the responsibility for convention centres has been transferred from the division of the ministry to the Ministry of Tourism and Recreation, the dollars to pay for that responsibility have moved as well.

I want to draw to your attention that the net decrease is \$22,585,800, nearly \$23 million, with a difference of about \$5 million which is actually an increase. So our total transfer payment picture is about a \$5-million increase, even with the very large figure on convention centres being transferred out.

The other point on the DOE, which again you can see from the figures on the line under direct operating expenses, is that it shows fairly clearly that the predominant increase is in adjustments to

salaries and wages of about \$1.5 million that come to us from the Civil Service Commission. Those represent about a three per cent adjustment increase, just to give you a sense of the scale we are talking about there. You will note that "Other DOE" was substantially reduced, \$600,000.

I wanted to review those two specific points, realizing you would probably want to get into some other direct questioning as we move into the specific votes, but just to be quite clear about some of the summary sheets so we are all talking from the same base.

The next point I made note of dealt with museum standards. You will forgive me if I take the liberty of going back to the Museum Quarterly, which you read from so delightfully in your opening statement. I would like to move along one article further. The article you read from stopped on page 13, and I would like to ask you to direct your attention to an article headed "Striving for Excellence" in the same issue of that same journal. It begins on page 14, and I wonder if I might take a brief moment to read two very short excerpts from that article.

If you would read with me, it is on the bottom of the first column: "There can be no doubt of the ministry's commitment to heritage preservation in this province. Despite the poor economic climate of the past five years, the ministry has continued to expand the granting program as the need has arisen." The standards are not meant to cut support from institutions, but rather to aid in directing money within an institution to the most effective area.

If you then proceed through the article to the closing paragraph, the author writes as follows—this is now on page 16 of the journal: "The standards may be our most powerful instrument of instruction yet." Often museum professionals attempt to explain to their boards of management or source of funding what they should be doing to conserve and preserve the collection. "Since the standard for each museum activity clearly outlines the goals for a community museum, the standards may be used as a tool to explain those goals."

The standards come at a time when the museum community is attempting to clarify its own status, as the topic of a recent OMA seminar, "Is there a museum profession?" reflects. Our jobs require expertise and knowledge gained through education and experience. As museum professionals, "We should applaud the new standards for they clearly define our work place and the goals towards which we strive."

I should note that article was written by Mr. Elmer Pilon, who is director of the Cumberland Township Heritage Museum in eastern Ontario.

I should also note for you that at the Ontario Museum Association's annual meeting that was held Saturday, October 27, in Sudbury, the following motion was adopted by the museum association:

"Moved by Marten Lewis," who is the director of the Waterloo Heritage Foundation, "that the Ministry of Citizenship and Culture be commended for their efforts in introducing minimum standard requirements for Ontario's community museums and their ongoing commitment to consultation and co-ordination with the museum community."

I would note as well, as I believe I tried to do in my opening statement, that the museum standards were developed with the Ontario Museum Association and in fact were developed at their behest. The museum association, that represents community museums across the province, had been pressing for some number of years for the ministry to bring forward some standards that would apply to operation, collection, care of the artefacts and so on.

Ministry staff worked for some considerable time with the representatives of the community museums to be in a position on the one hand to respond positively to the museum community's request for some standards, and obviously flowing from that would be the kind of support and assistance that would be required where some upgrading is necessary. Indeed, we do have that in place. On the other hand, they want to ensure the standards themselves are workable, feasible, sensible and sensitive. It was for that reason it took the period of time it did in those discussions.

I can assure all the members of the committee that not the representatives of the Ontario Museum Association, the officials of my ministry or myself wish to be a party to imposing standards that have the effect of creating burdens or hardships, or that somehow work against the quality development of community museums. I thought I would encourage members to read a little further in the Museum Quarterly as we go along.

You also asked a couple of questions about TVOntario transmitters and capital funding. I should note a couple of points. You are correct in saying there are no capital dollars showing in these estimates for TVOntario. That has to be understood in the context of two things.

First, network expansion this year is principally in northern Ontario. About 52 low-power receiver-transmitters are being funded at a cost in excess of \$1 million by the Ministry of Northern Affairs. The entries will show through the Ministry of Northern Affairs rather than through the Ministry of Citizenship and Culture for the LPRT network expansion, which is principally in northern Ontario.

Second, an aspect that has to be kept in context is the announced expansion into eastern Ontario which, of course, does require capital dollars and will require three transmitters for which funding has already been approved. The capital funding in that area totals about \$3 million and will be found in the estimates for next year. The reason for that is simply that the drawdown on those funds is not expected to be until next year at least.

This year's work is operating work in the form of planning and submissions to the Canadian Radio-television and Telecommunications Commission, public meetings, community meetings and that sort of matter. Capital expenditures are anticipated for next year. I am sure members will recall that while the approvals have been given for TVOntario to identify the sites for which it wishes to apply, none the less the procedure does require the approval of the federal CRTC before a specific shovel can actually go into the ground.

We have a strong commitment to the capital expansion and a couple of different places where one should look for the capital funding. We can pursue some of the other questions about TVOntario and network expansion, if you wish, when we get into some of the specific votes rather than pursuing them now.

Mr. Edighoffer also noted the importance of what I will call cultural promotion, what Mr. Edighoffer referred to as the interrelationship between cultural facilities and tourism; that is, the marketing of tourism based on some cultural facilities and cultural benefits that we have in the province. I very much welcome the support Mr. Edighoffer provided for that concept in his opening statement. I am very gratified by it.

4 p.m.

I agree completely that the days are gone when tourists, whether Ontario residents or residents from elsewhere in Canada or out-of-country tourists, travelled to Ontario only for its natural beauty of mountains, lakes, streams or landscape. The heritage and cultural amenities that are found right across this province are significant draws and are things that people want very much to know about and come and enjoy.

I would note that in the last year my officials and I have been very sensitive to cultural promotion and the possibility of marrying it to some of the tourist promotion. We have dealt with that in a couple of fairly important ways, several of which were touched on in the opening statement. I would refer the members to pages 17 and 18 of my opening statement in the printed form under "Audience Development," which is the heading under which you will find many of the initiatives we undertook in the marketing, advertising and promotion areas for our agencies.

I will review some of those specific things, such as the visiting critics pilot project which we undertook with the Ministry of Tourism and Recreation. It attracted critics from all over the United Kingdom and produced quite terrific coverage, I might say. Somewhere here I have the clippings. I cannot just put my hands on them, but if the members might be interested, I can circulate them. A number of our cultural facilities were reviewed in UK papers and were clearly tied to travel, entertainment, leisure and cultural discussion. One was the Horizon supplement, which I referred to as well, again for tourism marketing.

The discussions with the Ministry of Tourism and Recreation have led to the inclusion of cultural attractions in the Discover Ontario supplements, for which the Ministry of Tourism and Recreation is responsible in the main. Perhaps I will leave some of the specific questioning to the detailed votes as we go through them, but I did simply want to say I welcome the support the member for Perth (Mr. Edighoffer) had indicated for this kind of activity. I would certainly be pleased to expand it.

Mr. Wiseman: May I ask the minister to speak a little more loudly?

Hon. Ms. Fish: I am sorry.

Mr. Wiseman: Maybe the member for Perth can hear you, but I do not know whether the rest of us can.

Hon. Ms. Fish: I am sorry. I would be pleased to speak up. From here I can hear a bit of the amplification from the microphone and it feels as though I am already overwhelming the room. My apologies.

I did want to deal with two brief points the member for Oakwood had begun to touch on in his opening statement. I think they were really linked. The first concerned the question of a specific, written-down, published cultural policy. The second concerned the matter of some

very fine speeches that my deputy minister, sitting to my left here, made during the last year dealing with culture in this province in our relations with the United States.

I want to respond to the cultural policy question simply by saying our policy has repeatedly been to ensure an arm's-length relationship with the creative and artistic content of the arts through the Ontario Arts Council. In fact, this was reaffirmed very strongly in the Macaulay committee's review of the arts, whose recommendation I accept with some considerable pleasure.

Within that arm's-length relationship with creativity, our policy has been to ensure that our infrastructure is well developed across the province—which, as you know, is something the Macaulay committee and other reviews have suggested has now occurred in very large measure during the last 20 years—and that our responses remain sufficiently flexible so that we can deal with the changing times and the changing needs of the times.

Whereas the principal emphasis about 20 years ago would clearly have been on the capital expansion of facilities for culture and the arts, considerable investment in that area has now created an infrastructure that I think is second to none across the country.

The pressures now are clearly in the areas of operating support. They are in the areas we touched on a moment ago, such as audience development, marketing and expansion, so as to ensure the continued viable financial operation of the arts, cultural and heritage groups that are the entire reason for the capital expansion we undertook over the last 20 years.

I did not want any misunderstanding that would suggest the government would somehow move in the direction of wishing to determine the content of arts and cultural endeavours. That is very much something that I, my ministry and this government do not want to do. I want to reinforce our relationship with the Ontario Arts Council as the principal funding body that will deal with questions of content, creativity, artistic expression and the growth of that sector in its creative energies.

Our direct role is a supportive role. It was traditionally supportive in the capital area. Now, through the substantial recommendation for change, there is a changed direction into the operating area, into the audience development and expansion area in that regard.

On the matter of my deputy minister's fine speeches, I would be pleased to provide copies to

anyone who is interested. I know he would be pleased to do so. I want to assure all members of the committee that I was well aware of my deputy's speaking engagements. I only wish I had been invited to Harvard and Columbia to deliver the addresses, but since I was not I was delighted, and this government was pleased and proud, that a deputy minister of this government was invited to address such august institutions and bodies.

Finally, I should note that our defence of our culture is a complex thing and, as you will see from the speeches themselves, is predicated on the positives of Canadian culture and does not operate on any focus or concern about the negatives of any other culture.

To be a truly multicultural society, and this is reflected in those speeches as well, we have to have confidence in our own development to be able to receive, benefit by and be enriched by the traditions, heritage, arts, cultures and creative energy of all the cultures from which we have been blessed to draw the people who have made up this Ontario. Those statements reflect that in a finely focused fashion, but in a fashion I think we would all be pleased to support.

Rather than continuing with any other general comments, what I will do, Mr. Chairman, if it is agreeable to you, is pause and suggest I am at the committee's pleasure as to the way it would like to proceed with the estimates at this time.

On vote 3001, ministry administration program:

Mr. Chairman: We will start with vote 3001 and have a pretty free-ranging discussion or questions on all the items listed here, rather than being specific and having to carry each one or something like that. We will probably do it all at 5:45 p.m.

Mr. Edighoffer, would you like to comment or ask a question?

4:10 p.m.

Mr. Edighoffer: Mr. Chairman, I would like to ask a few questions. Time is so limited that I think it is a wise decision to try to lump the actual votes together.

I appreciate the minister's comments in reply to my questions and am pleased to learn that she is keenly interested in developing the audiences. I hope she pursues courses other than just advertising. I took particular note of that Horizon article she mentioned and read it very carefully. But as I got toward the end of the article I wondered whether she was really pushing the arts or just the ministry. There was quite a lengthy

piece at the end that talked only about the ministry. However, I do not want to get into that.

I hope much can be done to help many of these organizations keep their seats full. I have seen prices rise considerably in the last number of years. Judging from news reports, they have not been filling the seats as much. I must assume part of the problem in these economic times is the fact that prices are almost too high to get the people in. I hope something can be done about that.

In this first vote I was wondering if any expenditures are for out-of-province staff. I notice the ministry has representatives in London, Paris and Brussels. Are those the only three or are there people in other countries? I would certainly like to know if that financial information is available in the first vote. I understand in estimates we are supposed to look at the dollar figures once in a while—

Hon. Ms. Fish: Sure.

Mr. Breagh: Are you breaking new ground here?

Mr. Edighoffer: They never talk dollars here. Who cares about money, eh?

The Vice-Chairman: Liberals do not, but Conservatives do. Go ahead.

Mr. Edighoffer: Thanks, Mr. Chairman.

The Vice-Chairman: That is my contribution for the day.

Mr. Edighoffer: I hope that is all.

I noticed in the first vote you show 12 staff and a total salary and wage cost of \$733,000 in 1984-85. That averages about \$61,000 for each staff member, whereas last year you had 22 staff at \$978,000 and that averaged about \$44,000. Does that mean you increased the salaries by about 40 cent to 50 per cent?

Hon. Ms. Fish: Forgive me, but which page are you on?

Mr. Edighoffer: Page 2, right at the first of the book. I was just comparing the figures to last year's. It seemed a little more reasonable at \$44,000 per person.

Hon. Ms. Fish: Obviously, it is not divided directly into the positions and the averages. Shifts have occurred in the main office. Perhaps I could take a moment to get into what that shift is. I am sorry if we seem to be a bit slow here. Mr. Wood, our executive director of finances, whom I had introduced the last day, is quite ill with the flu and went home mid-day so we have substitute people helping us to find the details.

The principal difference is in the full dollars. Our functional shifts involve unclassified staff;

staffing level for permanent positions is at 12, which is what is indicated at the bottom.

Mr. Ostry: The increased transfers also relate. You are on page 2, are you? If you look at page 3, where you see the French-language services, the transfers that have been made this year are also included in that salary and wages package. Is that correct?

Mr. Edighoffer: I suppose it is clear as mud.

Hon. Ms. Fish: You will find some of the detail on French-language services, for example, if you turn to page 4.

Mr. Edighoffer: Some of the detail, yes.

Hon. Ms. Fish: You will also see some of the information on the bicentennial, which was also listed.

Mr. Edighoffer: Let us ask about the bicentennial then. As I see it here, the only amount under bicentennial operations is under office of the executive director. Where do I find out what has been spent on the bicentennial functions? For instance, I believe you had a multicultural conference, a bicentennial showcase, and I do not know how many other things you listed in your opening statement. Where do I find the costs of those things in the book?

Hon. Ms. Fish: Some of those were funded under our Celebration Ontario program, which was a Wintario grants program for the bicentennial. Several of the other projects we undertook were also jointly funded with other ministries and some were directly funded ministry costs. For instance, one would find the bicentennial conference under citizenship development; that would have been directed in citizenship development.

Celebration Ontario was a program of small grants, all transfer payments, to community groups. The limit was about \$3,000 to each group, if I am not mistaken. A couple of hundred of those grants went out around the province after application from community groups.

Then there are things such as the Black Heritage Festival, just to think of something quite recent. That was in Toronto on the evening of November 11, Remembrance Day, and will be in the Cleary auditorium in Windsor on Thursday, November 22. That was jointly funded with, among others, the Ministry of the Attorney General under some of its race relations funding.

There will be different places in which one will find the support depending on the type of program—whether it was a direct ministry program that would fall in the area of what we would call citizenship development, or whether it was

in transfer payments of grants out to the community.

4:20 p.m.

What you have in front of you in main office with bicentennial operations is the information on the staff, the executive co-ordinator and the regional consultants who were there for the bicentennial. There were regional consultants around the province assisting groups; and not simply—and I want to make this clear—on Ministry of Citizenship and Culture Celebration Ontario grants.

We were the host of the consultants, who were the access point and the single-stop shopping point for grants, programs or other activities of a bicentennial nature that would be of interest to communities and that communities might wish to take advantage of throughout the government, wherever they might be.

The co-ordinators will show up as being part of our ministry but, in fact, we were the host for information and referral from communities to all the ministries.

Mr. Wiseman: What will happen to those co-ordinators at the end of this year? They were seconded from other areas. Do they stay with your ministry or do they go back? I am thinking of the ones from eastern Ontario.

Hon. Ms. Fish: It is an individual question; it depends upon where the co-ordinators came from. Several, as you know, were seconded from other ministries. We were pleased to have them and pleased they were confining their activities to the Ministry of Citizenship and Culture. In many cases they had been active in regional offices of other ministries or had a specialized understanding of the community, special language skills and that kind of thing.

There was no uniform way of finding co-ordinators in the first place, and there is no uniform answer to where they will go. In all cases, however, they were on secondment, if I am not mistaken.

Mr. Wiseman: Did I hear you say they would be paid by your ministry, or would they be paid by the ministries from which they were seconded?

Hon. Ms. Fish: It was a combination. Some of them came from our ministry; so, in effect, we were paying for our own people. We seconded them for a bicentennial purpose and took them out of the other activities they had been in. Some were seconded from ministries where there was some support and payment, and in other cases the

consultants came but not the payment. So it was a combination.

It seemed more sensible to have all the co-ordinators reporting through one structure. Rather than having them separated in several different ministries, it seemed more sensible to have a decentralized operation with regional consultants where community representatives could pick up the phone, reach a common office and find out what was happening, what the grant programs were, what the eligibility was or whatever the concern or the interest might have been.

Mr. Edighoffer: Was it your ministry that gave out a number of contracts to dance and theatre companies for bicentennial productions?

Hon. Ms. Fish: Probably, but without knowing specifically which ones you are referring to—

Mr. Edighoffer: I am thinking of the Bicentennial Showcase.

Hon. Ms. Fish: The Bicentennial Showcase was funded through the cabinet committee on the bicentennial, and we administered the funds through the Ministry of Citizenship and Culture. We were not involved directly in the specific selection of the artists or that kind of question.

Mr. Edighoffer: I see. Now, I asked you a little earlier about any out-of-province employees.

Hon. Ms. Fish: I am sorry. You also asked me about prices; I would not mind coming back to the prices thing as well.

On out-of-province employees, we have only two. You mentioned London, Paris and Brussels. However, the Brussels officer is actually with the Ministry of Industry and Trade and does a bit of double duty on the culture end; it is a person with whom we liaise. In fact, we are in the process of developing some programs that would be particular to Brussels as a centre. We do carry a staff person in London, and we have one in Paris on a part-time basis; we absorb part of the cost of the salary of a person in Paris.

Regarding the programs, we mounted a major program in London with Visual Arts Ontario, the service organization for visual arts in the province, which involved a series of exhibits that showcased individual artists or groups of artists as they were on display in London. It was also through that office that we helped to do the visiting critics program I was discussing earlier. They came up with that and a variety of programs designed to provide some exposure, opportunity and understanding of those markets on the tourist side of it as well as a chance for international

exposure for our performing and visual artists, working usually with the umbrella organizations.

Mr. Edighoffer: I suppose I have a conflict of interest in this next comment.

The Vice-Chairman: We will ignore your conflict.

Mr. Edighoffer: I hope you continue supporting artists in particular going over to other countries, because I have a niece over there right now.

Hon. Ms. Fish: You know a bit more than you were letting on, that is obvious.

Mr. Edighoffer: She is not with the ministry. Her name is Evelyn Hart; so I do have a little interest.

Hon. Ms. Fish: We do provide some limited support directly to groups that have already been accepted for or have made arrangements to attend, say, an international competition that involves travel, or that are going on tour.

However, I think it is fair to say that available dollars to provide support this year have tended to go a bit more to those who were travelling or working directly in Ontario. We have tried to stretch the dollars available by utilizing the offices in London and Paris; for example, to try to connect with other groups and other sponsors, to develop other ways of helping our artists travel and get some international exposure.

Mr. Edighoffer: You have lots of other questions here. I will ask just one more and then—

Hon. Ms. Fish: Do you want to come back to prices?

Mr. Edighoffer: All right.

Hon. Ms. Fish: Prices are an ongoing problem and an ongoing difficult point of judgement. There are a couple of things worthy of note. In all our client groups, as distinct from agencies—let me speak about client groups, and you used Stratford as an illustration—those decisions are taken by the boards; the ministry does not enter into it in any way. Obviously, the boards are faced with the conundrum that everyone faces with respect to revenue problems and covering costs and balancing that against accessibility and attendance.

Where the ministry has become involved is in the area of its Half-Back programs, particularly for the performing arts and for children. While we have not engaged in any attempt to intervene or to second-guess a particular judgement that may be made by the board of a performing arts company, for example, we have reintroduced this year an expanded Half-Back program for

children. As you may know, approximately 500,000 school-age children were reached in the Half-Back program that ran for three months last year, from September to December if I am not mistaken.

This year's program, with the same basic concept of providing a subsidy for substantially reduced prices for school children to go on trips to the theatre or concert hall, whatever it is, or to bring the troupe to the school—both of those operate—is being run from September to June. We anticipate a considerable increase in the number of children who will be able to access the program just by virtue of the expanded time and its reintroduction.

I agree we must always be mindful about access to the arts. The ticket price is clearly one form of access. There are a variety of others; some deal with getting the performing arts out and around on tour throughout the province, because access is not always possible by virtue of geographical position. There is also, and we might get into some discussion of this later, the very considerable work that TVOntario does in taking its programming across the province and broadcasting into schools, which is supported particularly through the Ministry of Education, and so on.

We do not directly intervene, but we are sensitive and make every effort possible to deal with it in a reasonably positive and creative way. We bear in mind the basic notion of accessibility for as many people as possible.

4:30 p.m.

Mr. Wiseman: Were you moving away from the bicentennial?

Mr. Edighoffer: Yes. You go ahead.

Mr. Wiseman: The \$3,000 given to small municipalities for bicentennial purposes was a wonderful thing. In my area, all the townships and towns took advantage of it. It drew communities closer together. Almost every municipality had some sort of a do. The innovative ideas were a little different, and people who do not normally put their best foot forward got involved.

I want to congratulate the ministry and the government on the project, and I hope they find some way, either financially or otherwise, to encourage communities to continue those activities. The last two or three I attended have been better than the first ones, and we still have a few to go; they learn from their neighbours.

The \$3,000 was well spent, and they put a lot of their own money in as well. A lot of them will

be lasting tributes; so it was money well spent, in my estimation.

Hon. Ms. Fish: I thank you. I will convey that to the Minister of Municipal Affairs and Housing (Mr. Bennett), whose grant program provided some complementary funds directly to municipalities.

Mr. Edighoffer: Your statement looked something like the budget; it said, "Computers and Children," which is the same heading I saw in the budget speech.

Hon. Ms. Fish: That is because this program comes directly from the budget.

Mr. Edighoffer: How is that program going, and when did you start placing computers?

Hon. Ms. Fish: It is going extremely well. The first centres are going to be launched on Wednesday this week, and other centres are coming on stream as quickly as groups are able to organize equipment and get them open. We have been very pleased. Bear in mind there is a startup period in getting off the ground. There are 230 centres, each with 15 personal computers. There was a startup in terms of identifying and pricing hardware and the process of purchase.

We sent information to community groups so they could understand the opportunities and assess whether they were going to be in a position with space allocation—and obviously that involves some security on the space, hours of operation and so forth—and could come forward with a possible location for the centres.

We also had to set up Welcome House as a training centre for the instructors in each centre. We discussed that earlier in a slightly different context. The community groups have to identify the staff, whether they are paid or volunteer or part-time, or whatever combination there might be. The staff would then come down for some training. So it is a program that, when fully up, will be of tremendous benefit right across the province.

We have been able to move amazingly quickly, given the compressed amount of time we were looking at, to mount a program that involved—gosh, I do not know how much 230 times 15 is, but it is an awful lot in terms what was going to be out there. Starting with the first 15 on Wednesday, you will find we will be able to move very quickly to open and face very large numbers as we move our way right up to the 230, which should be all open by the close of this fiscal year.

Mr. Edighoffer: Where are you purchasing this equipment?

Hon. Ms. Fish: It is being done through the ministry on a centralized basis so that the best possible prices can be found for the equipment. There had been some consideration at one point of having each centre of 15 machines simply having the dollars transferred and then leaving the centre on its own to secure the hardware. Our best advice was that a far better price could be found by central purchasing of the equipment in bulk and then placing the machines, to a total of 15 for each centre, within the centres themselves; so that is the way it is being done.

Mr. Edighoffer: I was just curious. I remember the Minister of Industry and Trade and the Minister of Education (Miss Stephenson) saying back in 1983 that they were buying \$10 million worth of educational computers and starting up Cemcorp. I was just wondering whether you were working in connection with that.

Hon. Ms. Fish: We are mindful of that activity, which is centred on the schools. Obviously we want to be certain we have complementary programs. This program with computers and children, which we are doing through the Ministry of Citizenship and Culture, is not to be a duplicate of the school boards' programs.

We are looking principally at a complementary investment; so it is possible in some areas—let me try to be clear—for example, for the computer centre to be physically located in the school. It would be in the school because that is where the community centre, youth centre or teen centre is—whatever is appropriate to the community in the town, village or city.

The target is children who are not utilizing computers during the school day; so the hours are principally after school, except for services to those who have already dropped out of school. We are engaged in trying to turn some of their attention from the pinball alleys and video games into learning a bit more about computers and the technology they will have to deal with in the future.

The vast majority of locations will be found in community centres of one form or another, run by nonprofit, community-based boards that control the centres and help to raise the additional dollars for ongoing operating expenses and that kind of thing. It is not to duplicate or compete with the regular school programs; these initiatives are really the responsibility of the Ministry of Education. This program deals with a community-based initiative to interest young people in computers and give them the opportunity to learn and expand their knowledge in this area.

Mr. Wiseman: With what the Ministry of Education has gone through and with what the Ministry of Government Services does in purchasing computers and one thing and another, did you use their assistance in writing up tenders for this program to eliminate any problems they may have had when starting up?

Hon. Ms. Fish: Yes.

Mr. Wiseman: Are these computers on site yet or are they in the process of being purchased and set up? Just where are they?

Hon. Ms. Fish: Are they on site, did you say?

Mr. Wiseman: On site or just ordered?

4:40 p.m.

Hon. Ms. Fish: We did work very closely with, and in fact sought expert advice on specifications in dealing with and understanding computers from both ministries. Some of the computers are on site, because we are opening the first 15 of the centres on Wednesday. Even as we speak, they are being hooked up and that kind of thing.

Others will be on site as the communities and community facilities are in a position to accept them. That is why the introduction of the computer centres, or the opening of them, if you will, is phased over a couple of months.

Mr. Wiseman: Are they the same computers the Ministry of Education or the Ministry of Government Services use in some of their facilities, or have we gone to different ones? I was just thinking if we stuck with the same ones as the Ministry of Education we may eliminate some problems they have run into that they have ironed out, instead of new ones where maybe—

Hon. Ms. Fish: The specific identification of the type of computer was part and parcel of that whole discussion.

Mr. Wiseman: But is it a different computer firm from the one used by the Ministry of Education?

Hon. Ms. Fish: Are you talking about the educational computer—

Mr. Wiseman: The one you are putting in, compared with—

Hon. Mr. Fish: What, the Icon? The Icon is booked a couple of years ahead and is not available to go into the centres. The specific computers that are going in are the personal-computer size that are around and currently in use in a variety of places—in homes, individual library programs that have developed, some of the school programs and so forth. The selection of the type and its capability was done in very

close contact with and with the advice and assistance of the Ministry of Education and Ministry of Government Services within an understanding of what was available.

Mr. Sweeney: I would like to ask a couple of general questions, Mr. Chairman, and one very specific one if I may. I would like to come back to the issue the minister was discussing with respect to Mr. Ostry's remarks, the whole area of culture.

It is basically the same decision they are trying to make at the federal level; that is, on the global nature of art, music and drama, etc. At the same time there is the need for Canada and Ontario, being beside the American giant, to protect themselves in some areas. Through what policy statement or policy procedure does this provincial ministry deal with that issue?

At one point they could appear to be contradictory and yet somehow you have to meld the two of them. What do you do? What programs do you have? What support mechanisms do you have? What defensive approaches do you take?

Hon. Ms. Fish: Right. What we do is emphasize the positive so that all thrusts are on the side of—again, I go back to utilizing the vehicle of the Ontario Arts Council—stimulating Ontario's and Canada's own arts and artists and, through our publishing programs, to stimulate and support Canadian authors and Canadian publishers.

Through the support of TVOntario, for example, we are stimulating the production, not just the purchase, of programming. They do purchasing—and very fine purchasing, I might say—on the educational side, but they also do direct production, particularly of what would probably come under the categories of cultural, public affairs, science and educational programming.

Our focus is on positive stimulus to the development and expansion of culture and the arts here rather than on the kinds of questions the Canadian Radio-television and Telecommunications Commission might engage in during some of its licensing reviews. Obviously, we do not have a vehicle for that kind of review and, from our perspective, that is appropriately left to the federal level. Within the framework that is set nationally, we work to emphasize what I would call positive development directly within the province.

Mr. Sweeney: Do you have any internal ministerial benchmarks that you apply when you have to spend money or direct attention or energy towards various projects; such as we will do A but not B, because it fits our overall program; or,

we will spend more money on A rather than B, or give more support? Is there any measuring stick, if you will?

Hon. Ms. Fish: Again, I think to really get into that question we would have to have some specific examples. Let me just explain why.

Mr. Sweeney: Let me point out the sort of thing I am talking about. Let us say, as examples, museum and art acquisitions; programming on TVOntario; sponsoring a dance or drama group. In other words, I am assuming that, like any other ministry of government, you cannot do everything, you have to make choices.

In your area, when we are talking about the broad range of cultural impact, on what do you base those choices when there could be perceived to be a conflict between bringing exposure to international drama and music and art to our people and, at the same time, fostering and encouraging our own local artists and forms of production and things such as that?

Is there an overall ministry measuring stick, benchmark or philosophical base upon which you go back to your starting point, if you will, and say: "Okay, here is what we are faced with. What is our source, what are we trying to accomplish, what kind of balance are we trying to keep here?"

In a country like Canada, of which Ontario is a part, it seems to me you always have to be making that decision. How do you do it?

Hon. Ms. Fish: We do it in a couple of ways. One of them is by not doing it in the specific. That is why I said a moment ago it would be necessary to use some examples.

When I say not doing it, I am speaking to the issue implicit, I think, in your question. For example, should operating support go to the theatre that is interpretive—that is taking established theatre, perhaps not Canadian-authored, and interpreting it for the Ontario audience; or should it go to original theatre—that is to the Canadian-written play which is also Canadian-produced, directed and acted?

Those decisions are made by the Ontario Arts Council in discharging its mandate of ensuring the continued development of the arts in the province, both in the original creative expression and all aspects of culture, which would include the development of interpretive theatre, by way of example, as distinct from the simply original.

The judgement is based on the expertise brought to bear by the arts council and is specifically something that this government and I personally, as the current minister, have had repeated occasions to affirm, as I did most

recently with the several recommendations that have come forward from the Macaulay committee and others.

4:50 p.m.

It is part and parcel of the commitment to the notion that the ministry's role should principally be an enabling one, providing as much as possible for the artistic judgement, if you will, the judgement on excellence, to be housed outside the ministry. In the case of the performing arts principally, and I suppose some of the visual arts as well, judgement will be housed with the Ontario Arts Council.

There are other judgements that rest appropriately with the respective boards of museums or art galleries around the province and I would not want to interfere with them. So ours is a program of transfer payments and grants to new art galleries and community museums in the province.

We were talking a little earlier about museum standards, for example. They are educational standards ensuring staff are able to judge the artistic quality of the collection and can make recommendations to ensure it is preserved and kept properly in its collection. We do not intervene by saying a museum should or should not acquire a certain artefact.

We will always act in an advisory and supportive way to assist, particularly with Canadian, Ontarian or aboriginal artefacts found here. We will not, however, intervene in the decision of the local, nonprofit, community-based board in the content of a collection. It is the same case with art galleries where, as a ministry, we will not engage in the discussion.

The fundamental approach of the government and of the ministry is to ensure arts and culture is flourishing and developing within the province in all of its expressions. That attitude is found within each of the umbrella organizations for the arts across this province, and certainly is the view of the Ontario Arts Council and the board of TVOntario. Again, we do not intervene in specific programming; that is a decision that rests entirely within TVOntario.

Some balances are therefore struck between what I am for the purposes of this discussion calling the interpretive arts and the original.

Within galleries we would certainly be encouraging exhibits of fine nonOntarian or nonCanadian artists, but we encourage the exposure of Ontarian and Canadian artists. We do that directly through the vehicle of the McMichael Canadian Collection and indirectly through the

kind of support provided through the Ontario Arts Council to individual artists.

Whether it is a symphony or a group, support is provided. We support not only the Canadian composer of original work, but also the developing and budding musician, of whatever age, who may be polishing his expertise. That person may be capable of playing an outstanding Canadian piece, or a piece by Chopin, to name one who is clearly not Canadian.

Our focus is to emphasize the positive. We want, therefore, to emphasize the growth and development of TVOntario. It is an important instrument of communication and a fine instrument of education which has been a very important catalyst for arts and culture in Ontario.

We want to provide support to community museums, to the Royal Ontario Museum, to community art galleries and to the Art Gallery of Ontario, to the Ontario Arts Council, to publishers of Canadian works, to Canadian authors through our publishing programs, and so on down the line.

Each of our activities is strengthening the arts and culture of the province, permitting a specific decision of an arts council or of the nonprofit board on artistic expression, creativity or excellence to be undertaken, as the appropriate case may be. At the same time, we are recognizing we are as healthy in our arts and culture as we can be if we have the combination of original things, as well as excellence in interpretive materials.

I specifically resist the suggestion that we close a door on the interpretive aspect, precisely because we are a multicultural society. Our people have come from many cultures around the world. We do not close the door on elements that come to us from those cultures.

Mr. Sweeney: If I could just ask one final supplementary: I would be less concerned about the individual case which you cite; I would be more concerned, however, if there was not some sense of overall balance, or weighting even, in the ministry's view with respect to outside influences on our culture versus inside influences on our culture.

In other words, if it is left entirely to someone else, without any overall guideline or monitoring from time to time to see that the balance is not getting out of whack, then the question has to be, what is the purpose of a Canadian ministry? What is its role?

Hon. Ms. Fish: Bear in mind that we—

Mr. Sweeney: As I say, I am not questioning an individual purchase or individual support.

Hon. Ms. Fish: I understand, but you are looking at the pattern and my reply to that is we have been willing to take, and have undertaken, periodic reviews to assess where we are.

I call to mind, for example, the major review of the publishing industry, 12 to 14 years ago roughly, that clearly identified a very real need, a very real swing—perhaps I should not say swing of the pendulum since there had not really been enough of an indigenous and strong Canadian publishing industry there to have swung away from, but it identified a serious gap.

In overall government policy, as well as that which is administered by the ministry, clearly this was something that had to be dealt with. We had to be sure we were not only encouraging the Canadian author, but encouraging the vehicle of that author to reach Ontario and Canadian residents, because that was, remains and will be a very important element of our culture.

More recently, the Macaulay special committee on the arts reviewed where we have been and was charged with a mandate of pointing out for us where we might go, specifically within the arts.

I cite those as two of the very largest reviews that stand out in a very specific way, but let me hasten to say that we take ongoing and regular advice from all of the areas that are involved in the arts; that may be in the heritage area with our Ontario Heritage Foundation, or the arts with our Ontario Arts Council, or whatever.

So we are aware, as much as we can be, on an ongoing basis, of where the needs are in development, always bearing in mind that we are trying to do two things that knit together into that single thing we call the culture of Ontario. Those two things are the stimulation of the original and the development of the interpretive, both of which we hope lead to excellence.

It is an ongoing thing, but I think there are two keys. One is that we are not involved in the individual decision, and I am sure you would agree we should not be.

5 p.m.

Mr. Sweeney: I was not suggesting that.

Hon. Ms. Fish: I know that is not where you are headed. I simply wanted to restate it so there would be no confusion.

Second, in addition to an ongoing and regular openness of review, we are prepared to engage in particular major reviews that can indicate where some of that set of individual decisions might lead to a pattern that may need either strengthening or redirecting.

Mr. Sweeney: Let me move on to a very specific area. I will refer to two projects that are

in the general vicinity of my riding, although neither is in it. There is no personal involvement here one way or the other.

They relate to a joint federal-provincial funding mechanism that was used to support cultural projects, primarily based on job creation. As a matter of fact, they were part of the Canada-Ontario employment development program. One is a railroad museum in Cambridge, which is south of me; the other is a Greek Hellenic cultural centre in the riding north of mine.

In both of these cases, they have come upon difficult financial times for a multitude of reasons. Their expenses were a lot more than the original project had called for. I understand the Cambridge railroad museum has come to a complete stop and is now being vandalized from time to time. If somebody does not do something soon it looks as though it is going to be torn apart.

My best information is that a combination of provincial and federal moneys to the tune of about \$97,000 was put in that project.

Hon. Ms. Fish: Do you know when, roughly?

Mr. Sweeney: I believe they both started late in 1983 and have been abandoned within the last two or three months. Your ministry has nothing to do with them?

Hon. Ms. Fish: I was going to say it was not ringing a bell with us and we were a little concerned.

Mr. Sweeney: Excuse me, I should have said that at the beginning. They were both funded through the Ministry of Labour because it was a job creation program.

Hon. Ms. Fish: I see. That is why you were making reference to the COED dollars.

Mr. Sweeney: Yes. I should have made that clear. I am bringing it up here because they both have a cultural component.

Hon. Ms. Fish: Quite right.

Mr. Sweeney: Obviously, you have not been advised of these.

I also bring them up because, as one of our local people said, if we have two of these in our backyard there are likely to be a few others scattered around the province of which I do not know. Maybe you or your officials should check.

With respect to the Greek Hellenic centre, the combined contribution of the two levels of government was in the neighbourhood of \$440,000. It has now gone into receivership or bankruptcy, I am not sure which. One of the subcontractors, who is owed maybe \$20,000 or \$30,000, has taken them to court. I think there is

going to be a hearing in the Supreme Court fairly soon. One of the possibilities is it is going to be taken over and it will end up as God only knows what—a theatre or a restaurant or something like that.

In the Cambridge situation, it was a local municipal group that got together to set up the project. In the case of the Hellenic centre, it was a cultural community, the Greek people of that area who did it. It would appear that neither had the greatest management or costing skills, or whatever else is involved. The point remains they are both cultural activities, as I have indicated, and it would appear they need help from somewhere.

We checked both levels of government through the original sources. They say that because of their contractual arrangements they cannot put in any more money. With respect to the Greek centre, they already have a fairly substantial bank loan, roughly equal to the government contributions. They cannot get any more there. Apparently their own people have put about \$250,000 into it and they cannot give any more.

Given this has not been brought to your attention before I obviously do not expect an immediate answer, but could you have some of your officials check into this to determine whether money is available through any of your funding mechanisms, through Wintario or maybe through money left over from bicentennial? I understand in both cases the bicentennial spirit was part of the initiative, although I do not know whether they are specifically identified as bicentennial projects.

I do not know which other ministry of government could become involved. Given its intended function, it seems your ministry could at least explore it and determine whether you could be helpful in those cases.

If you check with officials of the Ministry of Labour through the COED project division, you may find a few others like this around. I do not know if you want to find them, but I suspect they may be there.

I raise the question because in my community it has become a public issue. Although it is not in my riding in either case, there will be a rather unfortunate,—what shall I say?—bitter feeling if they are left to collapse the way they are now. It seems somebody has to step in and see what can be done about it.

I do not know who else. Maybe when you discuss it with Mr. Ostry or your officials you may decide there is some other ministry that

could get involved. May I leave that for you to investigate?

Hon. Ms. Fish: Yes, please do. I am not familiar with the two you cite.

Mr. Sweeney: Given their function, I had assumed it might have been brought to your attention but obviously it has not. I would not expect an answer at this time.

Hon. Ms. Fish: Not to my personal attention.

Mr. Sweeney: May I return to another point you were discussing with my colleague? It is your joint involvement with the Ministry of Tourism and Recreation in cultural activities in Ontario. Has there ever been a study or analysis of the possibility of developing a theatre tour here similar to those in London, England? I have in mind a tour which involves a combination of your ministry and the Ministry of Tourism and Recreation in conjunction with, let us say, tourist operators, carriers, air lines, whatever the case may be.

Hon. Ms. Fish: To put packages or something together?

Mr. Sweeney: To put a package deal together. The closest thing I can think of is the theatre package in London, where one goes for a week and sees a number of plays.

Hon. Ms. Fish: Right.

Mr. Sweeney: Given the tremendous range in Ontario, from theatre to art to heritage museums, the possibilities seem almost endless. I understand that as we approach the year 2000 tourism and culture will be a multibillion-dollar industry. It is going to overtake manufacturing and everything else.

Surely this is the time to get in on the ground floor of those things, to become known as the place to go, to become known not only because we make it convenient to come here but also because we have the facilities. You can go from Niagara-on-the-Lake to Toronto to Stratford to Huronia to Lord knows where. You know better than I do.

Has that ever been discussed or explored?

Hon. Ms. Fish: I could not agree more that we have outstanding cultural facilities. Certainly, as I indicated earlier, we have been very interested in promoting those facilities, particularly for tourists, who might be Ontario residents travelling within the province or Canadians or ex-Canadians.

5:10 p.m.

Our involvement is to make information fully available. We look to the tourist, travel operator

or the particular facilities directly to assemble the particular detailed package. To the best of my knowledge, the kinds of packages you are referring to in the United Kingdom are not government packages. They are packages that are put together by the participating theatres and travel operators themselves.

I was talking earlier about some of the things we do. It was just this year that we moved on the visiting critics program as a pilot to try to provide an opportunity to present ourselves for the judgement of the world, if you will. Indeed, I might say we have been judged very strong and even excellent, especially as far as the UK critics of the initial pilot project were concerned. The publication of the results in those papers tied the project to travel opportunities as well.

I also noted the specific arts buffet exercise we initiated last January in New York. It is geared to tour and travel operators and critics. We took direct representatives from nine or 10 of our cultural agencies, and information on 50 or 60 or more of our cultural facilities around the province. The agencies are now monitoring it, but there does appear to have been a positive feedback as a result of that connection.

Just a moment ago I saw Mr. Edighoffer with the material from the Ontario Heritage Foundation I passed out last day. It looks at places to stop en route on an auto holiday around the province. There is reference to museums, historic sites such as historic bridges and heritage places. We have encouraged the organizations to come together co-operatively to develop regional information packages and promotion and, as I indicated earlier, work with the Ministry of Tourism and Recreation on some of its "Ontario—yours to discover!" series.

We are keenly interested in doing the promotion, but like the circumstance you used as the illustration in the United Kingdom, we are looking to the travel operators themselves, the theatre operators and so forth, to put together the actual specifics of a package. We are not specifically in the tour operation business, if I could describe it that way.

Providing promotion, help, support and brochures where that is useful and solid, encouraging groups to get together, working with the Ministry of Tourism and Recreation are all things we do and are happy to do. We are open to suggestions in other areas we might try if we have not already.

Mr. Sweeney: That is fine. I will just make a final comment. I suspect somebody is going to have to take a lead in this. I also suspect that once

it becomes reasonably successful the entrepreneurial spirit will take over and it will run itself.

However, it is my perception that many tourists take the line of least resistance and the one who can put together the best, most attractive and most cost-effective package is going to get the business. We are simply going to have to get out there and hustle. Coming from the Ministry of Industry and Tourism, Mr. Ostry will be well aware of that. That is what Ontario is doing in other areas. It is just going out and selling itself. I suspect we are going to have to be more aggressive, more active rather than passive.

Hon. Ms. Fish: What I am saying is that we are being active and selling ourselves on cultural tourism. I am very pleased at the strong statement of support that both you and your colleague Mr. Edighoffer have indicated in this regard.

All I am saying is that we are not engaged in the direct putting together of the packages in this area any more than in any of the other elements of tourism. There is the difference.

Mr. Sweeney: Maybe you should consider it.

Hon. Ms. Fish: I think we are doing rather well on the cultural promotion itself, attracting people to come in and providing a kind of flexibility within that base of support that can be afforded to the individual groups and facilities.

Mr. Chairman: Send the travel industry a lot of pamphlets and suggestions.

Hon. Ms. Fish: We do.

Mr. Sweeney: Something to crank it up; that is what it needs.

Mr. Breagh: Let me try to get a couple of things on the table that I would like to talk about for a little while.

I would like to start with TVOntario, which is kind of an old hobby horse of mine. Can somebody tell me why, for purposes of TVOntario, the Legislature and politics of the province do not exist? I can watch it and see my federal House of Commons regularly in its question period. I can watch talk shows and learn a bit about European or American politics, but it seems totally and meticulously to avoid the Legislature of Ontario.

When I watch PBS, it has a very nice program which keeps me up to date on what is happening in Albany, and there is the MacNeil/Lehrer News Hour report on American politics, but there is nothing on TVOntario that would let one know there is a Legislature or that anything of that nature happens in Ontario, and I am puzzled as to why.

Mr. Chairman: You would even like to see the minister once in a while.

Hon. Ms. Fish: If you want to get into questions specifically on programming and content, Dr. Parr is with us today and I would suggest that questions be appropriately directed to the representatives of TVOntario.

Mr. Breagh: Let us call on him since he is here.

Hon. Ms. Fish: Dr. Parr, would you like to come forward?

Mr. Breagh was asking about specific programs and content—

Mr. Breagh: Or the absence thereof.

Hon. Ms. Fish: —and I indicated I thought it should be directed to you, rather than having me answer in an area out of which I had already indicated we specifically stay.

Dr. Parr: The question has been asked on several other occasions, and TVOntario has responded to committees of the Legislature, expressing what it felt it might do. I think the authority would rest with the Speaker's office. Towards the end of this month I will be appearing before the current committee which is, once again, looking at the possibility of broadcasting the events of the House.

Mr. Breagh: That would refer to the question period. We have gone over this before in other committees. I think it is important that we look once again at the question period. On a couple of occasions you have broadcast—for example the constitutional debate—

Dr. Parr: We did.

Mr. Breagh: —which, to my amazement, people actually watched and were interested in what we had to say. It was one of the few occasions I can recall TVOntario even acknowledging there is a Legislature. Once in a while some oddly sensible things happen here.

That was a good beginning and I was anticipating there would be a bit more of that, because there is not much of a forum for the politics of the province on television in Ontario. We are rather dominated by the federal government. Is it a policy decision that you do not do that kind of program?

Dr. Parr: On the contrary; we are very willing to talk to the official representatives of the Legislature at any time through the Speaker's office. However, I think the authority has to come from the Legislature itself through this office. We have responded before and we are looking forward to responding again later this month.

Mr. Breagh: So you are rather in the position that you want the Legislature, and the Speaker's office in particular, to take the initiative?

Dr. Parr: I think it would have to be that way.

Mr. Breagh: Would you give some consideration to other types of programming, other than just broadcasting the proceedings? It strikes me as rather ironic that other jurisdictions are aware there is a state legislature. They have a little program *This Week in Albany*, and some of their talk shows are directed towards the politics of their jurisdiction. TVOntario seems to do virtually none of that. Why?

5:20 p.m.

Dr. Parr: We have done some. For instance, during Education Week there are programs relating to that. We have done programs on the special education bill and on energy. We did a program on the Ontario health system some two or three years back. I am not disagreeing that more of that could be done.

Mr. Breagh: Let me try to lead you into a couple of other areas where I think it would be useful to have TVOntario a little more active. There are a tremendous number of regional festivals. Everybody has a little theatre they are proud of. I am proud of mine too; it does a first-rate job in putting together amateur theatrical productions. It would be just great if little theatres around Ontario had an opportunity to be seen on TVOntario, just from the point of view of letting people see what the Oshawa Little Theatre Workshop is all about and what kind of work it does.

There are also a number of other, mostly ethnic, dance groups, such as Summer Folk up in Owen Sound, and a great many regional groups, whether they are dance troupes, musical festivals, country music or whatever. It would be great to have TVOntario have a series that would let everybody in Ontario see them. If you got a chance to see what Summer Folk or the festival in Shelburne was all about, you might be a little more tempted to go and see them.

Usually, when one discusses this, the talk is that production costs would be prohibitive; yet I see cable TV stations running out with little portable packs filming the same thing and at least getting it on air. Have you ever given some consideration to a series of programs like that?

Dr. Parr: Yes. They are included in the *People Patterns* series.

Mr. Breagh: But have you thought of expanding that kind of programming?

Dr. Parr: Yes, it has been thought of. The matter of expenses is something. I do not think we could go out with portable packs and maintain the legislated requirements for the standards of our broadcast. As a broadcaster, one has to meet different standards from those of one who is doing a community cable show.

There are possibilities of covering more of these events. However, we would have to look very seriously at what we thought the circulation would do. TVOntario is a mass medium, and although there are programs that do not appeal to enormous numbers of people, one has to bear that in mind as one considers what programming one might do. I do not know how popular such a program would be, but we can certainly reconsider it.

Mr. Breagh: It just occurred to me that there is, especially in theatre, almost a regionalism to it that is tough to break down. I am interested in what is happening in my community; so I have an opportunity to go and see a lot of dance troupes, amateur theatrical groups and things like that, some of which are really quite good.

If we are interested in promoting this, and perhaps even getting it to the point where we would have professional theatre more than we now have, one of the things we have to do is give it some exposure. We have a television network called TVOntario, which does a little bit of that. I want to make sure you get some credit here. I have watched some of the programs, and the limited work you do is quite good, but there are a lot more out there crying out for some chance to be seen by larger groups of people. That would be a very useful for us to get into.

When we reviewed TVOntario a couple of years ago, I recall we talked a good deal about trying to take your work and market it, much like the Public Broadcasting System in the United States markets the work it puts together. Have you become more active in recent years in trying to do that?

Dr. Parr: Yes. This year our target for sales in the United States is in excess of \$4.5 million. If I may relate that to your earlier question, one of the things we do have to look to is whether the programs we make are not only primarily appropriate to the educational requirements in Ontario but also saleable.

Mr. Breagh: What kind of an increase in program sales have you produced?

Dr. Parr: Last year, our marketing sales were \$2.7 million. This year, our target is \$4.7 million.

Mr. Breough: That is your target.

Dr. Parr: Ten years ago, it was \$300,000.

Mr. Breough: So you are trying virtually to double your income from that.

Dr. Parr: Yes.

Mr. Breough: If I were running a regional festival in dance, theatre, or whatever, and I thought we were worthy of your attention, how would I have you do some programming around it? Is there a way regional theatre can approach TVOntario for consideration in filming and broadcasting?

Dr. Parr: Sure. They should ask to meet with us or write us a letter. I am sure the appropriate production staff, the senior people in our programming areas, would be able to meet to see what could be arranged.

Mr. Breough: Does the ministry do any work to co-ordinate that sort of thing?

Dr. Parr: I think the ministry is very careful not to influence our programming.

Mr. Breough: I understand the line you are trying to walk here, but do they do any work that would allow them, maybe not to influence you, but to get you together? I am sure people running a folk festival somewhere in eastern Ontario do not know who you are and are not aware of how to get hold of you or meet with your production staff. How do they do that?

Dr. Parr: First, the ministry provides us funds to work within our mandate, and through it we are aware of many festivals. I think many festivals are aware of us. People Patterns does cover some of those things. I do not know whether it is a related subject, but we did programs of high school bands in many high schools; it was a very good series, called High Notes.

It is not quite as easy to do drama. Stage does not make very good television; so one is into rather high production costs. But, by all means, we are very happy to listen to people's suggestions and see what we can do.

Mr. Breough: Fine. We will follow with great interest what happens when you meet with the Board of Internal Economy.

There are a couple of other areas I would like to explore with the minister.

Mr. Sweeney: Can I ask one question for clarification? Why would you need special permission from the Speaker to appear in the gallery to tape or film anything in the House, more than CBC, CTV or Global would?

Dr. Parr: I presume they have the permission of the House to do that.

Mr. Sweeney: Are you any different from them concerning your ability to get such permission?

Dr. Parr: I do not think so. One of the things we are very anxious—

Mr. Sweeney: If you chose to do it.

Dr. Parr: Sure. One thing we are very anxious to avoid is to appear to editorialize. Many commercial broadcasters will take snippets of tapes and show them. We want to avoid that kind of thing. It is another matter if it is a question of televising all of question period. We would only wish to do that if the House requested it.

Mr. Breough: I have a couple of questions for the minister.

There is currently quite a boom in the television and film industry in Ontario. Are you doing anything to promote that? Other jurisdictions are pretty aggressive in trying to attract film makers and producers of television series to a particular area. Is Ontario doing anything to assist, other than the normal "Our province is a wonderful place" routine?

5:30 p.m.

Hon. Ms. Fish: The film development office is in the Ministry of Industry and Trade, and it involves promotion and working with companies and that kind of thing. The kind of activity you are talking about is housed within that office.

We become involved as a vehicle to share information on the programs and activities in other provinces and then work co-operatively with our sister ministry, the Ministry of Industry and Trade. Last September, for example, when I was at a meeting of culture ministers from across the country, I learned that Quebec and Alberta, under the aegis of their culture ministers—at least that is true in Alberta—have programs specifically relating to film. We were in discussion about some of those, particularly as they might be affected by some changes, if any, in federal policy.

The information on those programs was brought back by me and my officials and, in turn, shared with our Ministry of Industry and Trade, which happens to have responsibility for that particular function here. Obviously, as one goes from province to province, there are different collections of responsibilities that are found within ministries of each separate province.

Mr. Breough: Essentially, you are saying it is a jurisdiction of another ministry and you are not very active in that.

Hon. Ms. Fish: Principally. There is some funding involvement through the Ontario Arts Council, although again that is part and parcel of the arts council's general activity, and we would not engage in discussion around an individual or particular funding question.

The overall kinds of promotion you are referring to would be housed within the Ministry of Industry and Trade. But it is a co-operative thing. Obviously there has to be a sharing, a bit of cross-pollination and that kind of thing, but I believe the principal promotion you are talking about rests with the Ministry of Industry and Trade.

Mr. Breagh: In a slightly different vein, there are a lot of groups around Ontario attempting to run festivals, to operate theatre production facilities and all of that. A number of them I am familiar with do have their problems, so to speak. I wonder whether you provide them with any assistance in terms of organizational work or the basics of running a theatre production.

A number of the groups I am familiar with run into problems particularly when they use professional talent. I am talking of local amateur groups that are trying to put on a festival of some kind. When they go to book theatre acts, musical acts, bands, singers or whatever, these amateurs run into the professionals of the musical world. Very often a year later they find they agreed to certain kinds of contracts they probably should not have agreed to. Do you provide assistance to groups in that regard?

Hon. Ms. Fish: We provide pretty good assistance to the groups through a couple of vehicles. First and foremost is the contact with the regional consultants to whom community groups would come in terms of wanting to put something on and maybe asking for a grant, subvention or assistance in some form or another. The regional consultants assist the groups in helping to shape their ideas and work closely with them in terms of some of the pretty fundamental questions, using such things as checklists—things to know, if you will—before they go too far down the road.

We also work in a generic way. I have just asked for a copy of this publication, which was on the table last day. Obviously, you did not get one, and I want to be sure that you do. Let me share it with you now. This illustrative publication, in both English and French—the French is in the reverse area, from the opposite end—is a how-to publication. It deals with the kinds of questions that can be identified as being common

to all sorts of arts festivals. Our regional consultants work with the groups in terms of specifics.

Would our regional consultants or our arts officers be able to get into particular questions about contracts? I guess it depends on each specific case, because there are clearly limits to the things that government officials can be advising on. There are people who are generally pretty interested in providing support and advice from the various umbrella organizations in the arts across the province. They are quite interested in ensuring that a good, solid experience comes out of such festivals, because it leads to a positive line development of the arts. In terms of advice, should one wish to approach the Ontario Arts Council, for example, it would be given. So there is a blend of support and advice.

In a general way, we also have our volunteer trainers' program, for example, which is referred to in the opening statement. We work with the volunteer boards to try to ensure they understood some of the basics of mounting a festival or a performance in terms of some of the complexities.

There are a variety of areas of advice and support, all targeted to putting the community groups into the situation where we hope they make the choice—we do not make it for them—in the most informed way possible.

Mr. Breagh: The reason I raised it is that I happened to have some conversation recently with some people who have been putting on a major folk festival for about four years. They had no idea you were the minister, that there was a ministry, that there were grants available or how to apply. They had gone through a whole sequence of organizational problems—these things get expensive in a hurry; when you are booking professional acts, you can run up a tab of \$250,000 without any problem—as well as local arguments about how it should be done.

These were not people gathering for a sunny afternoon in the summer and putting on a festival. It was a fairly major piece. The potential is there to run up substantial debts, to take a good idea and turn it into a very sour one in a hurry. It struck me as rather odd they were not aware of things the ministry might have done to assist them.

Hon. Ms. Fish: I agree. My reaction is that it does seem a little odd, particularly if it is a group that has been operating for some years, in that there are very widespread information networks across the province concerning the range of

support, advice, expertise, assistance and so on that is available.

If they were not aware, they should be now. Please assure them there are avenues they should be pursuing, and we will be pleased to look at it—

Mr. Breagh: There is one thing that concerns me. I am sure you have met Joan Murray, who runs the Robert McLaughlin Gallery in Oshawa. One of her fortes is that she has developed a great network so she knows who is running which grant program now, where to apply and who has money in the kitty. As a matter of fact, she uses Queen's Park as a storage facility for the gallery.

There are a great many people out there doing similar things who are not in the network and who do not monitor it as carefully as others do. Those who know the rules of the game seem to be getting along fairly nicely, and others who have the same set of interests seem unaware of what is possible and what is going on.

Hon. Ms. Fish: My response is that we try our best to get out the information and make it as readily available as possible through all the networks we can find. We use our direct network of regional offices and mailings, and advice to client groups that have dealt with us directly in the past, as well our own agencies and through the nonprofit umbrella organizations for community groups and activities on behalf of culture and the arts within the province itself. I suppose there are a few that might slip between the stools of information, but not many.

Mr. Breagh: That is a poor choice of words.

Hon. Ms. Fish: Maybe.

Mr. Breagh: You are running a set of television ads. They are very pretty, very nice. I have seen the same ad six times, but I do not know what it is for. It kind of warms my heart that Ontario is a nice place and that we have a Ministry of Citizenship and Culture, but it looks like there is a new Blue Machine logo getting warmed up. What is the purpose of these ads?

5:40 p.m.

Hon. Ms. Fish: They are advocacy ads for participation in the ministry's activities. We are responding to a variety of reviews that have most recently suggested some of the race relations people work with the minorities on participation in all of the programs of the province.

Of course, within our ministry key areas of participation are the cultural and heritage-line activities. They are advocacy ads; both to show, in an obvious and visible way, the diversity of the province and to try, by example, to encourage all

of the people of the province, whatever their race or their ethnic background, to participate fully and to understand the programs are there for full participation.

They are very short; they are only 30 seconds. There is not a lot that can go into 30 seconds.

Mr. Breagh: I am glad you explained that to me. That has been puzzling me for days. It is nice to have, but I just cannot figure out what it is all about.

Mr. Pollock: Mr. Chairman, my comments will be just about the opposite to Mr. Breagh's. We do not happen to have TVOntario down our way.

Mr. Edighoffer: You will have it next year.

Mr. Pollock: Next year? They have been telling us that for about three or four years now.

Anyway, I have close to 30,000 or 40,000 people who do not get TVOntario coverage. It has been related to me, and I am passing it on to you, that these people feel before you start updating a lot of your programs the province should be covered. Do you care to make a comment on that?

Hon. Ms. Fish: Sure.

Interjection.

Hon. Ms. Fish: Just a minute. I am laughing because I have the twitters, chuckles and chortles from the cheap seats here.

Dr. Parr and I and the board of TVOntario would be very pleased to have 100 per cent coverage across this province. We know a couple of things. We know we have had pretty steady expansion of the coverage of TVOntario across the province since its inception. The expansion has come in a couple of ways. Obviously, it has come in some offair or nondirect broadcast means, through cable or through programming in the schools.

We do understand and we are sensitive to the fact the principal criterion that most people will apply is their ability to get TVOntario broadcast directly from the air. There are currently two ways we can provide that. One is through what I will, as a layman not an expert in the area, call regular, big transmission towers; and the other is through low-power rebroadcast transmitters, the LPRTs, which are particularly useful in the north.

The fact is the LPRTs are very efficient and very economical, but they only work in areas where there is not a whole lot of competition in broadcasting. They are particularly useful in certain areas of the north. They also only work, obviously, with certain topography. There are

areas where those types of transmitters are not helpful.

In most of southern—and eastern Ontario in particular, your area—what I call the major, regular transmission towers have to be used; they are also very costly and very large. Three have been approved, as you know, for the eastern Ontario expansion which, when coupled with the existing network, will provide a coverage of—I think the figures are probably in the order of about 95 to 97 per cent of the province.

You will also be aware, particularly within eastern Ontario, that that will leave some pockets that are not covered by direct off-air broadcast. In order to try to deal with that, to identify where those areas are, what the appropriate technology is to provide the broadcasting and what the costs are, TVOntario has undertaken at my request—they have been willing to do so—a technical study to see what is required for that expansion. That study, if I am not mistaken, is due at the end of January or at the beginning of February 1985. It will identify what is required, the available technologies and the costs.

Mr. Breagh: The next step up.

Mr. Kells: Do you not feel better?

Mr. Pollock: One other question—

Hon. Ms. Fish: I think it is a very significant additional step. We did not have the information before and we did not previously have approval for the three transmitters. There are people in one area who would not like to have the transmitter and there are a lot of other people in eastern Ontario who very much want to have that transmitter. There are people like those in your riding, Mr. Pollock, who would be pleased if the money was devoted to the extension into your area.

Mr. Pollock: I would like to know if it is etched in cement. I understand the board of TVOntario has a \$30-million budget. Can no portion of that budget be used for construction or does it all go for programming? Is that in the legislation? That question was raised at a previous meeting.

Hon. Ms. Fish: It is not a question of legislation. It is a question of the approved expenditures through estimates and transfer payments. At this point the issue is not available dollars, it is the appropriate technology to reach the remainder of the province. The dollars for the transmitter extension into eastern Ontario have been set aside and will show in next year's estimates.

What has to be determined—and we are only a few short months away from it—are the precise details of what is required to complete that network. We expect a major portion of that information, with particular focus on the holes in eastern Ontario, to come out when that study is completed at the end of January beginning of February 1985.

Mr. Pollock: I was of the opinion dollars are there for the three towers along Lake Ontario.

Hon. Ms. Fish: That is right.

Mr. Pollock: This is the first time I have heard the dollars are available for the Bancroft area.

Hon. Ms. Fish: I did not say the dollars were there for Bancroft. I said we do not know what the appropriate technology to fill those broadcast gaps in eastern Ontario is. Until the study is completed we do not know what the cost will be. I cannot budget if I do not have a clue on the cost.

Mr. Chairman: Just wait for the results of the study, okay?

The time is pretty well expired. We are going to discuss libraries for a few minutes.

Mr. Wiseman: On the topic of regional library boards, some time ago you said you were going to consider smaller municipalities that do not have a representative on the library board. I am thinking now of the eastern Ontario library board. We have some very active small libraries but do not have any representation. We were asked to submit the name of a person to sit on that board. We have not heard a thing since.

Where is it now? Are the library boards having trouble in that they seem to be getting at the workers, the hands-on people and the people in the community, and are building up the staff at the regional office?

I had some correspondence with you a while ago. It seemed to correct the situation for a while but I understand it is the same thing again.

5:30 p.m.

Hon. Ms. Fish: Mr. Wiseman, you have not heard further on the restructuring of the regional library system because it is housed within Bill 93. It is legislation I introduced which is coming to this committee for hearing beginning tomorrow. It is an intense look at that legislation.

Mr. Wiseman: Have you had complaints from other members in eastern Ontario about the hands-on effect—where they have cut to three days a week people going out into the smaller libraries helping the librarians catalogue and so on; or less help than they had, anyway?

Hon. Ms. Fish: I have had some indications of considerable support for the system, particularly

with respect to representation in the regional system, in order to help set priorities so the smaller libraries, which have the most need of assistance and support from the provincial service, are indeed the ones getting it. As you know, that is the very issue I was dealing with in the restructuring of that system and that is well within the legislation that is coming up here.

Mr. Wiseman: What you are really saying is that the smaller libraries such as I have in my riding can expect from the support staff in Ottawa or the regional office the same level of service they have had, because of their size and one thing and other, and if it is anything other than that you will have a talk with them. Am I putting words in your mouth?

Hon. Ms. Fish: I think it is a little more

complicated than that, but maybe we can pursue it tomorrow.

Mr. Chairman: Shall vote 3001—

Mr. Wiseman: I have one really important question, if I could, Mr. Chairman.

Mr. Chairman: No, the time has gone by.

Mr. Wiseman: It is still on libraries.

Mr. Chairman: We will have lots of time on libraries.

Vote 3001 agreed to.

Votes 3002 to 3006, inclusive, agreed to.

Mr. Chairman: This concludes the estimates of the Ministry of Citizenship and Culture. Thank you.

The committee adjourned at 5:52 p.m.

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No. S-10

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Education



Fourth Session, 32nd Parliament
Wednesday, November 28, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, November 28, 1984

The committee met at 2:05 p.m. in room 151.

ESTIMATES, MINISTRY OF EDUCATION

The Vice-Chairman: Can I call the meeting to order? It is my understanding the minister is going to be a little late. She is having some foot problems—not foot and mouth problems, just foot problems.

There was an option of letting the deputy go ahead and introduce this colourful display we have here, but I understand Mr. Bradley would rather wait until the minister arrives. That of course is his prerogative and we will do that.

Our next question is to do with hours. It is my understanding, and correct me Ms. Mellor, if I am wrong, that we have 12 or 14 hours.

Clerk of the Committee: We have 14 hours on Education and eight on Colleges and Universities.

The Vice-Chairman: We have 14 hours on Education and eight on Colleges and Universities and there is a request from the House leaders that this committee consider sitting on Monday evenings and Wednesday mornings.

I do not expect you to answer that one today either, but you might think about it and come back on Monday with a decision one way or the other.

Mr. Wiseman: Mr. Chairman, what is wrong with you explaining what this is about before the minister comes?

Mr. Bradley: I prefer the minister to be here. The minister's job is to carry this.

The Vice-Chairman: Let us recess until we have a minister and we will call the committee back to order upon her arrival.

The committee recessed at 2:07 p.m.

2:34 p.m.

Mr. Wiseman: Just before we start: we have had a delay, but we all heard the news that Mr. Renwick has passed away, and I think it should be on the record that this party always enjoyed his comments. We did not always agree with them, but I found him quite fair in a lot of his dealings.

In this committee I found him always very concerned about the subjects we were discussing. He had a lot of input and we, as well as the chairman, looked to him for his legal advice. On behalf of our party, I would like to say that he will

be missed, and propose that we send along our condolences to his family.

The Vice-Chairman: Thank you. I did not want to rule anyone out of order. I just thought we could perhaps do all this tomorrow in a proper way.

Go ahead, Mr. Bradley.

Mr. Bradley: I have a very brief comment while in this committee, because Jim Renwick did serve on various committees. Without question, if you looked around the Legislature, and you wanted to count on one hand the people who rose above everyone else in many ways as a legislator, Jim Renwick would certainly be among them.

As I heard it on the radio, I thought the two things that come to mind when I think of Jim Renwick—and there are many exemplary words that can be used—are that he was a person of class, and a person of intellect. As I say, many more words can be used to describe him.

I think he gained what a lot of people in this world would like to get in their various fields of endeavour, and that is respect. He had it from all members of the House, from the members of the news media, and those out in the various constituencies of this province.

There is no question that he is going to be a difficult person to replace. We always have to replace people. We are all going to be replaced some day. However, we in the Liberal Party will miss him, and as a person who sat on committees with Jim Renwick and benefited from his experience and his contribution I say, certainly on behalf of the Liberal Party, that we will miss him very much. We express to his family our deepest of regrets and condolences.

Mr. Allen: Mr. Chairman, Jim Renwick to our party was, of course, a tower of strength. He was a model of sensitivity to the needs of others. He was a model parliamentarian on whom, I think, all of us in this Legislature would be quite happy to model ourselves.

His capacity in debate would not escape anyone's notice. His ability to place logical step after logical step in an argument, either historical or rational, was unsurpassed in the Legislature. For those of us who try to bring reason and compassion into the debates of this Legislature,

Jim was a very great man to follow. I think we are all going to miss him very much.

The Vice-Chairman: Minister, are we going to follow the usual rule of thumb? Are you going to give us a statement, or do you have some other plans for your leadoff?

Hon. Miss Stephenson: Mr. Chairman, I regret the lateness of the hour to begin today's estimates, but we did have, with your indulgence, a slightly modified plan of introduction.

I will, in fact, be providing a statement, but right at the very beginning I would like to suggest to you that perhaps one of the things that would be very useful for the members of the committee to receive would be a practical demonstration of what I believe to be one of the most significant activities in which we have been involved in the Ministry of Education over the last several years.

You will notice some microcomputers in the room, Mr. Chairman. They represent the first microcomputer system which fully meets the functional requirements for educational microcomputers which have been established by the ministry with the help of the Canadian Advanced Technology Association.

The rectangular unit is called the Lexicon. It is the storage unit, or the file-server for the system. Attached to it are three Icon microcomputers, which are powerful machines in their own right, but even more so when they are a network with the file-server.

The Icon Lexicon microcomputer system represents a major effort by Canadian industry and by the Ministry of Education to ensure the delivery of quality learning materials for use by students in our schools.

In just a moment, with your agreement, Mr. Chairman, I would like to ask Mr. Penny and his colleagues to demonstrate the Icon Lexicon's rather unique educational capabilities. However, I would first like to give just a tiny bit of background.

2:40 p.m.

I think we all realize there are compelling educational, social and economic reasons for ensuring that we take full advantage of the new technologies in our schools. We will be saying more about that in the opening statement and, I know, much more about it in our discussions.

For the moment I would like only to stress the point that the effectiveness of computers in education depends very much on our ability to make first-class educational software available to the schools and in the schools. Our entire policy concerning computers and education in Ontario has developed around the need for good learning

materials. From this need, the idea of an Ontario-approved educational microcomputer was born and the Icon is the first manifestation of the standards of technology we want for the schools in this province.

These performance standards were developed to ensure hardware limitations do not impose undue restrictions on the quality of the software we wish to develop and on our ability to use that software effectively in the schools. Just as important, the defining of minimal performance requirements also means we can define the programming languages which must run on the machine. Hence, we can make the software much more affordable from machine to machine and from one generation of machines to the next generation than it would otherwise be. That is a very necessary step if we are going to preserve the value of our capital investment in software.

I wonder, Mr. Chairman, if we could ask Mr. Penny, the assistant deputy minister in charge of this aspect of our work in education, and his colleagues from the ministry's computers and education centre to demonstrate a few of the features of the Icon Lexicon system and to show you some of the software the Board of Industrial Leadership and Development funded development programs have produced.

In the time available we can show you only a very small sample of the software now available and only a few of the capabilities of the Icon. Therefore, I would like to invite any interested members of the committee to visit our computers and education centre at any time at their convenience. Could we have a little demonstration now?

The Vice-Chairman: It would seem to me it would be most in order. Can we take this all in, sitting where we are?

The committee viewed an audio-visual presentation at 2:43 p.m.

3:06 p.m.

The Vice-Chairman: If we get the lights back on, we will probably be able to see. In the darkness I could see Mr. McGuigan wanted to ask a question.

Mr. McGuigan: In the experiment with the candle, does the visual on the screen take the place of a hands-on laboratory experiment?

Mr. Penny: If I were the teacher, it would. I would like that tangible experience—

The Vice-Chairman: Mr. Penny, we are now back on Hansard; so we need you to sit by the table there and speak into the mike if you would.

Mr. Penny: Personally, I would want to demonstrate the thing in real life. In the best of all possible worlds, I would like to have enough sets of beakers of different sizes and candles for everyone in the class. In the average elementary school setup, I would not have access to that kind of equipment.

I would probably have the youngsters demonstrate it once or twice tangibly, then I would turn them loose on the program to explore the thing in depth in a very accurate way and to practise the thinking skills that are inherent in making those hypotheses and deductions. They could test out whether they are correct, which is the essence of science.

Mr. McGuigan: It would certainly be a lot quicker without all the fuss of setting up and taking down.

Mr. Penny: No question about it. Simulation is probably one of the most important types of software we have. At the more senior level, you can simulate activities that are too expensive or too dangerous for young people to get into in any depth. Once again, to have good simulations, you need a machine that has enough power to be able to simulate accurately the real situation you want the students to interact with.

Mr. McGuigan: Thank you.

Mr. Shymko: Are these machines bought by the boards or are they on a lending basis by the ministry? What are the arrangements?

Mr. Penny: They are bought by the school boards.

Mr. Shymko: Are the majority of them mainly in the elementary level or in the secondary level?

Mr. Penny: Initially, I think in the secondary level, because that is a function of the fact that the machines now are very well equipped with languages. The Waterloo systems languages are available; they are excellent vehicles for computer science instruction. However, more and more, they will be used in elementary schools as these software application programs become more readily available. I would say at the moment it is probably two thirds secondary to one third elementary.

Mr. Shymko: How many schools in the province are using these?

Mr. Penny: As you know, as a form of market entry assistance to the company, the province bought \$8 million worth of the production models. Those were prorated throughout the province and made available to every school

board. With one or two exceptions, virtually all school boards took their share.

Mr. Shymko: So all school boards have a share?

Mr. Penny: Every school board has some, but not every school. The boards have subsequently ordered approximately another \$18 million worth of systems, which by the end of this year will put about 6,000 to 7,000 work stations in place.

Mr. Shymko: For \$8 million, how many of these would you have in schools?

Mr. Penny: We have about 2,000. The price varies according to whether you get colour or monochrome, whether you have a standard or an in-built floppy disc and the number of file-servers you buy. It is difficult to say exactly.

Mr. Shymko: There are a variety of subjects this is hooked on to: science, history and so on.

Mr. Penny: That is right.

Mr. Shymko: Is there another form being given to teachers to evaluate this to see what the positive or negative aspects are?

Mr. Penny: Yes. We have negotiated with the Ontario Educational Communications Authority—TVOntario—to set up a distribution service. Our funding works by the province acquiring a general licence that provides unrestricted access to this material by the school system. Any materials for which we have bought a licence are distributed to the boards by TVO. TVO maintains a service that will record any feedback or reaction, pass that on to us and to the developers, to maintain, upgrade, improve—

Mr. Shymko: Who is making the evaluation?

Mr. Penny: We would make the evaluation initially, and we require that materials be developed in a formative way, with interaction and field testing.

Mr. Shymko: So we are talking about an experimental period?

Mr. Penny: Yes.

Mr. Shymko: How long would that experimental period last before you finally say this product is geared to a particular subject to be used in certain aspects?

Mr. Penny: On the evidence to date, the developmental time line seems to be about 18 months for a good piece of software, including a period for formative evaluation.

Mr. Shymko: Have you received any negative reaction from the use of this?

Mr. Penny: Not from the use, no.

Mr. Shymko: In other words, there has been nothing about the impact on vision, the fact that kids are facing this or how long can it be used?

Mr. Penny: There have been some concerns. That is something we are very concerned about. Ergonomically, for example, we have specified features such as shielding at the back of the monitor, which is not normally done, because these could well be used in rows, and people forget about the radiation out the back. They are usually well protected at the front. There are other features as well.

However, there is no tangible evidence that there is any adverse effect, but obviously one has to monitor that very closely. I think the fact of life is that there are not enough work stations available to pose any conceivable hazard at this point. Maybe a few years from now, when they become very prominent, there might possibly be, but at this moment there is no evidence to that effect.

Mr. Shymko: Thank you.

Mr. Allen: Do you have any studies on the relative quality of learning, using comparable lessons, using the computer on the one hand and using a traditional method with traditional materials on the other?

Mr. Penny: Yes, there are quite a number of such studies in the literature. The generalization seems to be that if the software is well designed, there are usually demonstrable learning gains. I guess one of the best local examples is at Seneca College of Applied Arts and Technology here in the city.

As you know, the colleges take in young people of a wide variety of backgrounds, and for their technology training programs they need to be brought up to a common level of basic mathematics. All the colleges have a basic remedial math program that a number of students go through.

Through the Ontario Institute for Studies in Education, we had funded for a number of years an individualization project of which one of the main outcomes was a course-authoring system which has been used extensively in the colleges. A basic math course developed, using that system, has now become standard at Seneca College. The statistics over a number of years have been built up, and in relation to the conventional mode of delivery, they have a substantial reduction in the time taken to reach an acceptable level of performance, about one third of the time. They have an increase of about 30 per

cent in the number of students who reach an acceptable standard, and it has been possible to raise the standard mastery from a conventional 60 per cent mastery level to something closer to 90 per cent. So, improved mastery, less time, and I should add, improved retention.

Mr. Allen: Is that equally true in subjects such as history and literature?

Mr. Penny: We do not know yet. I should also say that we are not attempting to build courseware; that is, software that would cover an entire semester's work and, in effect, attempt to replace a teacher. We do not think that is a viable way to go. We see this very much as adding to the teacher's repertoire. For example, the simulation we showed you in the demonstration is something that most history teachers would enjoy having in the classroom; it is something you might do for five or 10 minutes at the beginning of the period to get the students involved, and then you would talk about it.

As we see it now—and it is subject to change with experience—we think the micro is something that should be a fixture in the classroom, like the encyclopaedia or the dictionary: something you turn to when you have a need, as a resource which the teacher deploys to assist and better match the individual rates of progress of students and match their individual learning differences.

Mr. Allen: So in the mathematical and related subjects it becomes a much more complete unit of instruction, and as we get into the humanities and liberal arts it enters into a component type of situation.

Mr. Penny: At the moment it has proven to be somewhat easier to develop software in mathematical and technical subjects. People have tried it less frequently in languages and history. However, as we have just demonstrated, it is possible to have very engaging software of value in a history class. The future of word processing in languages is very important.

We have had some very ambitious software proposals that are now getting under way in the language arts area. One, for example, could identify 90 per cent of the grammatical errors students make in writing. It will not correct them, but it will draw your attention to the fact that a grammatical rule is being broken and provide you with on-the-spot instruction on that particular point as you write.

No one has tried to do it as extensively in the humanities. I suspect that with the right kind of software designers together it will become as possible to make as wide an array of software for

the humanities as it has been for mathematics and science.

Mr. Allen: What is your budget for software?

Mr. Penny: This fiscal year we have \$5 million, and we hope that will move along next fiscal year.

Mr. Sweeney: From the answers I have heard so far, I am a little unsure whether your overall goal is to have one, two or three of these in a classroom for demonstration purposes, or to have one in front of every student who can use it.

Mr. Penny: It is much closer to the first. We would see this, as I said earlier, something like the utility, a service in back of the classroom. Based on what we know now—and that is going to change because it is still a relatively new technology—and on the basis of our current feeling, we think if each classroom had, let us say, a file server and four, eight or 10 work stations, that would be an ideal setup.

We would not see one per student except perhaps in a computer science classroom where the computer per se is the subject of instruction. Then, of course, you need a higher ratio. For ordinary supportive work in education, it is something to which you would deploy students on an individual basis as they require it.

Mr. Sweeney: I raise the question because the argument seems to be that there are not enough of them around in the schools for the kids to get enough time on them.

Mr. Penny: That is right.

Mr. Sweeney: Therefore, I think it clearly needs to be stated what your purpose is.

Mr. Penny: The target at the present time would be to move to a ratio of something like one work station for 10 pupils.

Mr. Bradley: My question leads from Mr. Sweeney's. There are a couple of other concerns that I have. First, I heard the figure of \$5-million worth of software.

Mr. Penny: This fiscal year.

Mr. Bradley: Maybe I should ask the minister rather than anyone else here today. How can that \$5 million even scratch the surface of software needs in this province?

Hon. Miss Stephenson: What we are doing is developing exemplary software, software for Ontario, with that \$5 million at the present time. What was the amount we spent on the first 57 projects?

Mr. Penny: About \$1.5 million.

Hon. Miss Stephenson: If the proportion is about the same, there is a significant number of

software developments that will occur as a result of the application of those funds.

We are also, as you know, translating programs that have been judged by the evaluators to be good educational programs into a format that can be used appropriately on the Icon. We are not suggesting there is a total limitation on the use of other educational software, but we are attempting to ensure we develop the best possible kind of software.

We are not just going out and saying anybody can do it. It has to pass certain criteria. It has to be useful. It has to be in the guidelines of the aims and objectives of the curriculum.

3:20 p.m.

You are saying this is not enough in the beginning. It may not be enough in the beginning, but we do not have enough people at this stage of the game who are capable of translating good developmental concepts into the software materials format, and we see that kind of linking as our responsibility in the beginning.

There is a significant number of private groups within Ontario and Canada interested in software development and they are going ahead as well.

Mr. Bradley: You will recall when we had our discussion about this last year, one of the arguments, if you want to use that word, I have had with your ministry was because I felt you should be spending far more time on software and less time and money on hardware because it, in effect, could be developed by a private company.

Hon. Miss Stephenson: It has not been yet.

Mr. Bradley: We know IBM will have it by the end of the year.

Hon. Miss Stephenson: As a matter of fact, I think you may be wrong about this year; we will see.

Mr. Bradley: Yes.

Hon. Miss Stephenson: At considerably increased cost, they will.

Mr. Bradley: The point I am making is that even those people who agree that you have—

Hon. Miss Stephenson: Do not say "even"—there are a lot of people who agree.

Mr. Bradley: However, you will find disagreement in one area. Even though they were sold on what you are doing, the people I have talked to say the greatest underestimation is in the cost of software; it is going to cost a lot more, and that is where your emphasis should be. I am talking about people who think your Icon is the best thing since sliced bread.

Hon. Miss Stephenson: We are not underestimating the cost of developing software. What we have been doing is seeding the development of exemplary software rather than trying to take it over completely, because we recognize this is potentially one of the largest industrial developments that may occur in Ontario.

We cannot do it all, and are not attempting to. We are trying to provide the stimulus and the encouragement in the beginning to ensure the industry comes forward in the right way; that it is not producing some of the garbage—that is the only word for it—produced as educational software by some companies in other parts of the world.

Mr. Bradley: I would not doubt that is happening. We will come back to this some other time, I am sure, in the estimates with respect to software.

The last question I had on this machine you have shown us is, why cannot anybody get one right now?

Hon. Miss Stephenson: The school boards can.

Mr. Bradley: Did I not see the Icon in Alberta and a few other places?

Hon. Miss Stephenson: As a demonstration only, at the Canadian Education Association conference.

Mr. Bradley: The local boards of education tell me they are having a heck of a time having deadlines met. In other words, they were told the machines would be ready by the end of September, by the end of October and so on, but the boards around the province are unable to get the computers. Why is that?

Mr. Penny: There have been some problems with deliveries that I think are solved now. The computer is assembled at the AEL Microtel Ltd. plant in Brockville and steps have been taken this month to triple the output. I think the boards will find all the machines now ordered will be delivered before the end of the calendar year.

Certainly the capacity of the plant is such that, beyond the interior requirements, there is not too much available. There have been some sales elsewhere, such as school boards in Alberta, one of the Montreal school boards and Brandon University. There is a sprinkling of sales but we have claimed first priority for the available production to meet the ministry's guaranteed order and then subsequent orders school boards have made on their own.

Mr. Bradley: I received complaints when three different assured deadlines had not been

met. There is a concern, and I am pleased to hear action is being taken to rectify that because the taxpayers of Ontario have subsidized these.

I think the boards of education are pleased with the actual product and hope to get as much of it as quickly as possible. Some people have expressed a fear that buyers may be going to other companies or other computers because they cannot get these when they want them. I am not in a position to judge whether that is valid or not.

Hon. Miss Stephenson: The taxpayers' subsidy, of course, is in the purchase of the Icon by the school board. That is the only subsidy that is provided.

Mr. Chairman: Thank you very much, Mr. Penny, for your presentation. You may start in now, Minister.

Hon. Miss Stephenson: Thank you, Mr. Chairman. I am pleased to introduce the remainder of the discussion of the financial estimates for the Ministry of Education for the 1984-85 fiscal year.

There is no doubt that education is a continuing process and many of our most important activities involve strengthening and extending elements of our education system in response to changing social and economic conditions.

We are, in a very real sense, challenged by our own successes in education. Public interest in education, together with increasing expectations, demands that we no longer follow societal trends but that we try to keep abreast of them as we plan for the future.

More than anything else, our activities during the past year have been characterized by this approach, and I do not think we would have it any other way within the educational community where there is a strong conviction that only by continually monitoring and, where necessary, adjusting our education system can we hope to achieve that to which we all aspire, which is excellence in education. It is a theme that is increasingly being voiced and to which we are all committed.

During the past year we have taken a number of steps to ensure this goal is realized and I would like to take this opportunity to share a few of these initiatives with you.

The importance of early primary education is, I am sure, something upon which we would all agree. We have always attempted in our schools to provide our children with the soundest educational foundation in their early years, but there have been various, and sometimes conflicting, currents in early primary education.

On the one hand, the importance of play, especially creative play, is stressed in many circumstances, with a concomitant focus upon developing early social skills in young children. We are urged not to hurry our children since, in doing so, we may subject them to stresses that could be injurious to their development.

On the other hand, there is the belief that children, even at a very early age, should be challenged. Since children develop at an astonishing rate—acquisition of language being an oft-quoted example—it is believed that we should utilize their natural and irrepressible urge to learn by focusing on academic skills more intensively at an earlier age.

It was to explore issues such as these that on January 2, 1984, the early primary education project was established. Its purpose is to examine the quality of programs and the quality of services being provided to children in Ontario between the ages of four and eight years, and also to develop a direction for early primary education in the future.

The project will be recommending policies and priorities in early primary education and developing materials and strategies to assist school boards in developing and maintaining high-quality programs for young children.

In accordance with the ministry's tradition of intensive consultation and discussion with the community on projects of this nature, regional study sessions for teachers and parents, forums for community representatives and meetings with interest groups and professional organizations have been held across the province.

A communication package has also been distributed to school boards, elementary and secondary schools, community colleges and faculties of education, describing the project and requesting input from those educators and parents who are involved in all the circumstances.

On the basis of all of the information gathered through these vehicles, a report recommending policies and priorities in early primary education will be submitted to me in the spring of 1985.

In September 1984, in keeping with our commitment to the renewal of secondary education, we began the implementation of Ontario Schools, Intermediate and Senior Divisions curriculum guidelines in all school boards in the province for students entering grades 7, 8 and 9.

OSIS, as members of the committee know, calls for a single secondary school diploma requiring at least 30 credits, 16 of which are compulsory. In addition, OSIS provides a variety

of programs that will assist students in the transition from school to the world of work.

As a result, we have undertaken revision of many of our curriculum guidelines to ensure that course content is consistent with the needs of students in our secondary school system.

The impact of this curriculum renewal is being felt right across the province as draft documents, in both English and French languages, are being developed and validated by literally thousands of persons in our schools, colleges and universities.

3:30 p.m.

They are engaged in the most comprehensive program revision to the intermediate and senior division curricula in the history of this province.

Curriculum guidelines for computer studies and guidance have recently been released. This fall, the guideline for the Ontario academic course in English was distributed to school boards. The grades 9 to 12 personal life management guideline and the first part of the new technological studies document will be released within the next two months, to be followed by Schools General, a circular describing overall ministry policy.

Throughout the year there will be a continuous flow of new curriculum documents to school boards. It is planned that by next summer full intermediate and senior division guidelines for grades 7 to 12 and the Ontario academic courses in music, technological studies, family studies and the visual arts will be issued. Others such as mathematics and science will follow.

The curriculum renewal program will be completed by 1987 and implementation is being closely monitored through provincial reviews. When we say the curriculum renewal program will be completed, we mean the first phase of the curriculum renewal program will be completed by that time, because it is to be subjected to continuous reappraisal from there on.

The provincial review process is an important and evolving instrument in our determination to achieve excellence in education. Besides monitoring implementation and identifying needs for the development of new and revised guidelines, it includes audits and exploratory probes into areas where policy does not exist but may be required. A number of recent reviews examined board policies and procedures across the province with particular emphasis on public accountability and exemplary practices. To date, 51 review reports have been issued, 15 more reviews are in progress at this time and eight others are already approved for 1985-86.

Another evaluation mechanism that is proving to be particularly valuable is CEDSS, our co-operative evaluation and development of school systems program. This is a joint venture involving Ministry of Education personnel, the staff of the school being evaluated and educational experts external to the board in which the schools exist. These co-operative evaluations are a powerful and positive means for assessing a broad range of school board activities and for stimulating the development of improved programs and practices. To date, approximately one third of all the boards in the province have taken advantage of this service.

To facilitate interschool student mobility at the secondary level and to assist employers and post-secondary institutions in determining student achievement more accurately, we have developed a common course coding system for secondary school subjects and an Ontario student transcript that will be used by all schools in the province.

We also have addressed the matter of student achievement in other ways because we believe a commitment to excellence in education is a commitment to standards. We have been working in the past year to design a province-wide testing program to assess the effectiveness of the curriculum and the performance of students in the elementary and secondary schools.

A provincial advisory committee on evaluation policies and practices, chaired by Dr. Bernard Shapiro, director of the Ontario Institute for Studies in Education, includes representatives from business, labour and parent groups as well as from the educational community. It has been considering briefs and submissions from individuals and organizations from across the province. The committee has submitted two reports to me to this point. These reports will assist the Ministry of Education in developing a testing program.

As you have seen today, technology is playing a very important part in our plans. The government of Ontario has given a high priority, not just to assisting the development of the micro-electronic sector and applying the new technology to established industry, but to introducing the new technologies to the educational system and developing appropriate forms of technological training.

There are imperative economic reasons for these initiatives, but the communications revolution is also providing us with the opportunity to strengthen systematically the learning skills of our students across the curriculum.

For many years, Ontario has sought, through its educational policies, to individualize instruction to meet the unique needs of each learner. Now, with technology like the Icon/Lexicon educational microcomputer system, designed specifically to meet the ministry's functional requirements for educational microcomputers, and the development of high-quality educational software, we are really in a position to begin to individualize instruction to a degree that has never been possible before.

This is a very exciting prospect, but there is another prospect that is perhaps even more exhilarating and represents a more elusive goal. It is that of mastery learning. In fact, mastery learning may be brought much closer to fulfilment as a result of our use of the new technology in schools. Some of the research carried out demonstrates this to be a possibility.

There are early indications that if students can use the microcomputer in an exploratory, creative way, the rate of cognitive development may be significantly enhanced. These developments may force us to revise our ideas about how much and how quickly students can learn. All students, including those with special needs, will benefit from our exploitation of the microcomputer's potential within our schools.

Two years ago the ministry arts group was formed. In September 1984, that group released a discussion paper on the arts in Ontario schools to stimulate discussion and develop strategies to improve visual and performing arts programs for all students within the school system.

We believe a complete education must include opportunities for students to participate as fully as possible in the arts. The responses to the discussion paper will form the basis of a comprehensive, long-term plan for the province in this area.

Just as Ontario is a leader in Canada in applying technology to education, it is also a leader in special education. No other jurisdiction commits as many resources to meeting the educational needs of exceptional students, nor has any other jurisdiction passed legislation as comprehensive as Ontario has to protect the educational rights of exceptional students.

We have been implementing the legislation on a carefully planned, phase-in basis, which is a model of its kind. I believe it is one of the most challenging, organized and productive implementation programs in education this province has ever witnessed.

In 1984, each school board submitted to the Ministry of Education a report on its annual

review of and amendments to its special education plans. Procedures are now being issued to all school boards to assist them in 1984-85 to prepare a dual report covering not only amendments to the base plans, but also a complete compendium of their planning activity. Each board will indicate how its commitment to the requirements of our special education legislation will be met by September 1985.

Another important piece of legislation received second reading in the House on October 16 of this year. Under Bill 119, every French-speaking person who qualifies under the Education Act as a resident pupil will have the right to receive his or her education in the French language.

These pupils will receive their education in their own language in classes or schools provided by their own board or through services purchased by their board from another board. A board purchasing such services will ensure access to such services by providing daily transportation or room and board. These rights will apply equally to English-speaking pupils who find themselves in a minority language situation.

As well, we are now preparing legislation to implement the proposal regarding the governance of French-language schools contained in the government's white paper of March 1983. The French-language section of a school board will have exclusive jurisdiction over French-language schools and classes in such areas as the planning, establishment and administration of instructional units, programs and staffing.

These provisions would apply to approximately 20 boards of education in which the minority language enrolment is more than 500 full-time resident pupils or 10 per cent or more of the board's total enrolment. They would also apply to approximately 23 Roman Catholic separate school boards which meet the same conditions. In these cases, minority language sections would be added to the school boards at the time of the municipal elections in 1985.

I have described a number of the many important activities in which the Ministry of Education and the school boards of this province are now engaged, including some of the monitoring systems we have instituted in our pursuit of excellence in education.

3:40 p.m.

Since we believe an effective educational system is one which is open to new ideas and which actively seeks the participation of the widest possible cross-section of the community in its development, we have involved as never

before parents, educators, trustees, representatives of business and industry, other provincial ministries and volunteer and professional organizations in our planning and monitoring activities.

Even in those instances where we appoint a one-person commission to investigate a particular area, we ensure that the mandate of the commissioner includes the consideration of input from any individual or group wishing to comment upon the subject of the inquiry. A case in point is the Commission of Inquiry regarding Small Secondary Schools in Northern Ontario.

You may recall that in May 1982 we appointed Mr. Rodger G. Allan as a one-person commission to inquire into the financing of small secondary schools, the governance of education and the support services available to secondary schools in northern Ontario. As a result of the input he received from school boards, groups and individuals, Mr. Allan submitted a report to me on February 15, 1983. Following a further round of extensive consultation, we responded to Mr. Allan's report on March 23, 1984, in a memorandum to chairmen of school boards.

I am pleased to say that as of September 1984, 17 small secondary schools in remote areas of northern Ontario began receiving additional funding in excess of \$1 million annually. In addition, the Ministry of Education will second up to nine resource persons to provide direct services in selected subject areas to assist in the effective implementation of curriculum policies in the north and to enhance the range of course offerings there. The Ontario Education Communications Authority will also be involved in the delivery of courses to small secondary schools in the north.

Three other commissions were announced in 1984 following one of the most historic developments in the history of education in this province: the extension of public funding to a complete Roman Catholic secondary school system beginning September 1, 1985.

The Commission for Planning and Implementing Change in the Governance and Administration of Secondary Education in Ontario, chaired by Mr. William T. Newnham, former president of Seneca College of Applied Arts and Technology, will prepare the planning and implementation of the expansion of the separate school system.

Since this expansion legitimately raises questions about the place of independent schools in our province, a second commission, chaired by Dr. Bernard Shapiro, has been established. It will document and comment on the role of

independent schools, assess whether public funding would be desirable or could be compatible with the nature of their independence, identify possible alternative forms of governance for these schools and make recommendations for change where appropriate.

The third commission, the Commission on the Financing of Elementary and Secondary Education in Ontario is chaired by Dr. H. Ian Macdonald, former president of York University. It will examine the present methods of meeting the costs of elementary and secondary education at the provincial and local levels and make recommendations concerning the equitable distribution of financial resources in future years. Efficiency, economy and effectiveness in the use of public funds for education will be a major focus of this commission.

Amidst all these developments, we have been careful to sustain our relationships with other provincial ministries of education. The Ministry of Education has continued to exchange ideas with educational decision-makers in other provinces through its membership in the Council of Ministers of Education, Canada. These exchanges promise to enrich Ontario's curriculum and facilitate student mobility across the country.

I should like to conclude by reiterating this government's commitment to the pursuit of excellence in education. We are engaged in many new and challenging activities in education today which make considerable demands on our energy and our resources. We have established mechanisms to ensure that we meet these challenges openly, effectively and as efficiently as possible.

This province has a proud tradition in education that both enables and requires us to seek improvements in all aspects of our school system. It is our hope that by focusing on excellence in education and providing the resources required by such a goal that we shall more than ever stimulate parents, teachers, education officials and trustees to strive for equality of educational opportunity for all our children so they can realize their full potential in life in this province.

Mr. Chairman: Mr. Bradley, would you like to say a word or two?

Mr. Bradley: I will have a word or two to say, Mr. Chairman. First, we wish the minister well in her recovery from her medical problem.

Hon. Miss Stephenson: Thank you.

Mr. Bradley: We express our appreciation for her coming in today, regardless of personal circumstances. I do not think people always

recognize that people in politics do make the odd sacrifice in order to fulfil their responsibilities.

Having been nice about saying that, I will now launch into my—

Hon. Miss Stephenson: You will launch into your usual old self. I brought my shillelagh today.

Mr. Bradley: I did indicate a concern that our Minister of Education, as probably the strongest woman in the cabinet, has decided not to launch a leadership campaign from the position of education.

Mr. Chairman: Which is traditional, is it not?

Mr. Bradley: My colleague Mr. Conway and I had expressed a willingness to make a contribution to this campaign.

Hon. Miss Stephenson: Listen to this—\$100 in American funds.

Mr. Bradley: One hundred dollars in American funds would have added \$128 or so to the campaign funds, but the minister has chosen not to run. One of the reasons we have done so is that the Minister of Education, in my view, has had a considerable amount of influence on the provincial cabinet. I am not privy to the individual discussions which take place, but on many issues she has obviously had her way—maybe not separate school funding.

First, I would like to make the comment that one of the concerns that educators have—and some legislators have this concern—is that education occupies so little time in its consideration by members of the House. For instance, we have the Education estimates which allow us to go over some territory in education in a fairly detailed way in 14 hours. We also have the occasional bill which is introduced into the House.

We all know that much of what is done in education is done by regulation or by pronouncement and not by legislation. For a number of years I have indicated my view that a select committee on education—a committee devoted entirely to educational matters—would be a wise move on the part of this government. It would take, of course, the approval of the government to have such a committee. It would be an excellent vehicle for the kind of meaningful consultation all legislators require.

At the present time in the social development committee, we have members who will wander in and out of the estimates and in and out debates on education bills. They have a general interest in education and what is going on in estimates, but they also have other duties and responsibilities

and may not have a particular interest in education, although they may be interested in other social areas. The social development committee really does not provide 12 or so members who are devoted to becoming immersed in education issues.

One of the examples I used was that of the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines. People said, "That must have been introduced in the House somehow." We know there was not a lot of previous discussion in the legislative process. Discussions took place out in the hinterlands of the province—in Metropolitan Toronto and other places—but the Legislature did not have the opportunity to deal with that kind of educational issue in great detail.

Separate school funding, when it was announced, was dropped on the House like a bombshell. The look on the faces of many of the members on the other side indicated that not too many of them were aware that this was going to be introduced. I have always suspected that the minister was not aware of it—at least not very far in advance.

I had gained the distinct impression from the statements of the minister in the estimates earlier that year and from a public pronouncement in Ottawa on the Friday before that that no such announcement would be forthcoming. It was forthcoming and it came without a good deal of input by members prior to that. The decision has been made and we have had commissions set up—

Hon. Miss Stephenson: That was not in Ottawa.

Mr. Bradley: Wherever it was. It appeared in the Ottawa Citizen.

Hon. Miss Stephenson: That decision was made here.

3:50 p.m.

Mr. Bradley: Anyway, it appeared that the minister was surprised by this. I have guessed that the minister was not entirely pleased with the decision, although I understand that as part of the government she must accept and publicly agree with it.

Hon. Miss Stephenson: On a point of personal privilege, Mr. Chairman: The flights of fantasy and the imagination of the honourable member are delightful to listen to.

Mr. Chairman: It almost sounds as if he got a brown envelope.

Mr. Bradley: Over the years the minister gives away an awful lot through facial expression and comments on the side.

Hon. Miss Stephenson: I have been playing poker a lot longer than you have, Bradley.

Mr. Bradley: I can assure the members of this committee that one can detect a lot from the minister's intonations in what she is saying in the House, as well as through her facial expressions.

I will not dwell on that for long, other than to say I think it would be advantageous for this House to have a select committee on education. The great fear about a select committee is that it would start travelling places, to look at music in Hawaii and how that might be applicable to the Ontario scene, or to investigate un-Canadian activities on the French Riviera or something.

Hon. Miss Stephenson: We do not do that.

Mr. Chairman: Send the committee.

Mr. Bradley: None of those things do I have in mind.

Hon. Miss Stephenson: Really?

Mr. Bradley: What I am thinking of is visits to Ontario centres such as Wawa, Chapleau, St. Catharines, Ottawa, Timmins, the outskirts of Toronto and places such as that, if the committee were in a position to travel, to find out what is going on in the education system on a first-hand basis and to have input from those who are in the front line of delivery of education services. That often does not happen.

This is not to be unkind to the officials of the ministry, who I know strive to do the best possible job. They are very competent individuals and are people who over the years have often gone up through the ranks and become successful in their field, and I am sure are excellent advisers to the minister. However, I have always expressed concern, as I have stated to the minister in the past, that a number of officials who make important decisions in education have not seen the inside of a classroom in the delivery of education services in a number of years.

I know the minister has a program of secondment and she has people come into the ministry from time to time. I applaud that program and encourage the minister to continue it, because then she does have input from people who have been in the front line in the delivery of education services in the province. I think that is a valid point.

I become concerned—and it is not the fault of the people in the ministry; it is simply a matter of fact—that they are there for a number of years and do not get an opportunity to see things as they are actually happening in the classroom. Rather, they get to see them as they are happening in the Mowat Block. That is a matter of concern.

That is why I think a select committee on education would be advantageous to go out into the hinterlands of the province to determine what is going on. It would have input from the people who are interested in funding independent and alternative schools. It would have input from the people who would have been interested in commenting on the possibility of funding for Roman Catholic high schools in grades 11, 12 and 13, as well as full funding in grades 9 and 10, as will be the case as a result of the announcement. A select committee would look at the significant changes in secondary education in the province that were outlined in the Ontario Schools, Intermediate and Senior Divisions document. It would look at a number of education issues.

We could have at least 12 members of the Legislature on the committee, if my counting is correct, who would be familiar in a pretty detailed way with education issues and would be able to make a contribution in the House on matters that were brought before us. I find it discouraging that there is not more discussion of education issues before decisions are made and that opportunity to participate is not available to legislators.

I am sure that if we had a minority parliament we would have a select committee on education by now. I am hopeful the Minister of Education, if she retains that position, or her successor if the new Premier, when he chooses his cabinet, selects a different person, will see fit to agree to a select committee on education.

I am not looking for an expensive committee. I am not looking for one that is travelling constantly or is causing great embarrassment to the Legislature as the members lounge on the beaches of Barbados or something of that nature. I am not thinking of those things. I am thinking only of the hard work that legislators usually do on committees of this kind. That is one thrust I would have for the minister.

The second is a process of consultation. When the minister was reading through her opening remarks and talked about consultation, I knew she had not lost her sense of humour, because she described how detailed and extensive the process of consultation on various issues happens to be in Ontario.

Yesterday morning I sat in on a panel discussion with the principals of the Lincoln County Board of Education, a representative of the Ontario Teachers' Federation, the director of education in Lincoln and a former director of education in Lincoln, Mr. Rodger Allan, who is

now on the Commission to Inquire into the Financing of Elementary and Secondary Education. Many of the principals found it interesting that they were not consulted on the matter prior to the announcement by the Premier (Mr. Davis) on the funding of Roman Catholic high schools. They would have been pleased to make that input ahead of time, which is the way in which the announcement should have been made.

As the minister is well aware, the announcement was greeted enthusiastically by all parties in the House. The Premier received a standing ovation in recognition of making a momentous decision.

I well recall fighting the 1971 election and that is why I wanted to get up in the House the day the Premier made his announcement on funding for Roman Catholic secondary schools. Of course, I was hooted down by the Progressive Conservative members as I tried to read the Premier's 1971 statement. I well recall going through the 1971 campaign in which our party was advocating that funding. In my view, one of the major reasons we received less than enthusiastic support across the province was the position we took.

The funny thing was that when I was campaigning in 1981, I did not notice any reference in the Tory literature to or any pronouncements from the minister or the Premier on secondary school funding for Roman Catholics in Ontario; that did not happen until we had a papal visit coming up. In all fairness, I cannot draw any conclusion on whether that visit had an influence.

Hon. Miss Stephenson: Then do not imply it.

Mr. Bradley: Some have suggested that helped the decision along. Others have suggested demographics rather than justice dictated the decision. I guess we will never know what was in the mind of the Premier when he made this announcement.

Mr. Shymko: On a point of order: I have a great deal of respect for the honourable member, but I just wonder at the relevance of quoting whatever statements were made 10 years, 15 years or 20 years ago. A policy has been set and I do not see the relevance of quoting statements that may have been made by the Premier or other ministers in their different capacities 10 or 15 years ago.

Mr. Sweeney: Yuri, you should check the Premier's activities. He makes a hobby of quoting what people said 10 or 15 years ago. It is a lesson we learned from your leader.

Mr. Shymko: I think it is totally irrelevant.

Mr. Sweeney: He does it very effectively whenever it suits his purpose.

Mr. Shymko: If I could just finish, I think we would profit more from the suggestions that the honourable member and members of the official opposition could make on the implementation of this policy and on other things. To go back and in a way degrade by plain partisanship the importance of the announcement to which the member has referred does not accomplish anything.

Mr. Bradley: I will ignore that comment completely because we have faced a government that has put political considerations first in every decision it has ever made in the Legislative Assembly of Ontario. Political considerations have always been first in the mind of the Premier of Ontario.

Mr. Shymko: I will disagree, because I think it was a very bold, important and courageous step that was taken.

4 p.m.

Mr. Bradley: I want to talk about the consultation process on matters of this kind which we in this committee have gone through over the years. That is why I suggested that in 1981 we saw no reference to the elimination of grade 13, which will not exist under the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines. Grade 13 is there in some ways and it is not in other ways.

The point I am making is that in the process of consultation, somehow these things are lost. I well recall—and you would know of experiences at the local level, Mr. Chairman—that in 1981 the chairman of the Lincoln County Board of Education ran from elementary school to elementary school with the Ontario Secondary School Teachers' Federation's Update—you can be darn certain she would not be doing it this year. She was going from elementary school to elementary school with OSSTF Update saying: "The Liberals are going to abolish grade 13. Is this not awful?" She made sure that every elementary school had it to post on the bulletin board.

Hon. Miss Stephenson: Who did this?

Mr. Bradley: The chairman of the board of education, who I thought might have been a candidate in the provincial election on the Progressive Conservative side.

Mr. Chairman: She turned out to be a Grit or a New Democrat?

Mr. Bradley: No, she was certainly a Progressive Conservative. The point I am making with this is that she was suggesting the official opposition wanted to abolish grade 13.

As a matter of fact, although no one ever mentioned it during the election campaign, this government has in effect eliminated grade 13 through the OSIS process.

Hon. Miss Stephenson: What are you talking about?

Mr. Chairman: We realized two or three years later that you were right.

Mr. Bradley: That is the best way I have heard it put yet. That is the best context.

Hon. Miss Stephenson: Nothing has been eliminated. What has been enhanced is the freedom of choice—

Mr. Bradley: Oh, come on. Those are just words. You know it has been eliminated. That is behind us now.

Hon. Miss Stephenson: They are not just words. I am sorry you have not enough wit to realize that they are not just words.

Mr. Bradley: They are. I know your ministry officials are paid to laugh at everything you say back there, but—

Mr. Chairman: Oh, no.

Mr. Bradley: When we are in here I get a little tired of listening to—I will not say the word—from ministry staff constantly giggling every time the minister says something. If it is a putdown of an opposition member, that is quite all right; the ministry officials are there to giggle and laugh.

Hon. Miss Stephenson: I am sorry, but it was not the ministry people who were laughing.

Mr. Bradley: I am sure some of them were.

Mr. Shymko: We would appreciate it if you laughed once in a while.

Mr. Chairman: It is all the fourth estate back there.

Mr. Bradley: It goes back to the point of the whole process of estimates, of course, in which you have all these people who provide the answers and who are there to make the minister look good—and I appreciate that this is part of the process—while the opposition, of course, is in the position of having to move from personal observations.

To go back to the process of consultation, those who are—

Interjection.

Mr. Bradley: Do you want to speak or do you not want to speak?

Mr. Shymko: I am just conversing with my colleague.

Mr. Bradley: I know you are.

To go back to the consultation process, one of the problems I am hearing from people who are out in, as I call it, the hinterlands in Ontario is that those who are closest to the process are not being consulted; the decisions that are being made are not the decisions they would like to see made.

I mentioned OSIS as an example. I also mentioned the lack of consultation before the announcement that was made on separate school funding. People would have liked to have had some answers from the Premier before instead of after, with the implementation commission coming out at the last minute explaining how it will be done. There are some legitimate concerns.

The decision is a good one; it is one that we in the opposition agree with and have advocated in the past, so the government will not get a quarrel on that. It is the manner in which it is to be implemented that is important.

Looking, for instance, at access, they will want some provincial guidance; it should not just be left up to the local boards, although there is a lot of goodwill among the local boards. I think the minister has mentioned that there is a fair amount of goodwill out there.

Hon. Miss Stephenson: It is not just a fair amount; it is a huge amount.

Mr. Bradley: We should not listen simply to those who are on the extreme of one side or the other. The minister has made this point, the Premier has made this point and others have made this point. But it will still require some guidance from the Ministry of Education on such things as the access of students to the system and the access of teachers to the system.

Hon. Miss Stephenson: It may.

Mr. Bradley: It may.

Hon. Miss Stephenson: Not necessarily "will."

Mr. Bradley: It would be nice to think it could be settled locally in most cases, but there are going to be some areas where it is not going to be as easy as in other areas. I think the minister is aware of many areas where the co-operation is immediate and others where there is no co-operation at all.

I would say that she may have to provide some guidance, perhaps even in the form of regulation or legislation that would outline what must be done with respect to access for teachers and for students to the system.

Another concern which has been expressed is that of funding; that there not be funding

cutbacks in the public system to finance the additional funding for the separate school system.

Interestingly enough, the people in the separate school system have emphasized this to me as much as did those in the public school system. They have said to me: "We want to see this implemented as smoothly as possible, as amicably as possible. We want to ensure that the money provided for our grades 11 and 12 and the full funding in grades 9 and 10 which is not available now, is not taken from the public school system."

People in the public school system are saying that if there is a significant movement of students from one system to another, the ministry is going to come to them and say: "We give grants. We have quite a detailed formula but the general grants are based generally on your population in the schools. Therefore you are going to lose some of the money you previously had, although many of the programs that you provide in the public school system are very expensive with respect to technical education, for instance, and special education. They are somewhat expensive." The people in the public school system want to ensure they do not lose funding as a result of funding going to the separate schools.

Here is where I am in agreement with the minister: Goodwill at the local level is going to mean so very much to this particular issue. In summary, we agree with the decision. We were not amused by the manner in which it happened to be implemented.

With respect to educational finance, the minister has heard those of us in the opposition on many occasions talk about the lack of adequate funding for education throughout; that is, from the earliest ages to the post-secondary level, inclusive. On those occasions, we have found that the minister has indicated she is relatively pleased with or proud of the amount of funding her ministry has provided for education.

Yet if we look, for instance, at elementary and secondary education in this province, we will see that in 1975 the provincial government provided 61.3 per cent of the cost of education, on average, across the province. Today, or at least in last year's estimates, the province provided only 48.8 per cent of the cost of education. It is projected to be lower this year. I heard 47-point-something as a projection, but I will go back to the 48.8 per cent.

That is a significant drop in funding level. The minister will point out the overall dollars are

significantly more, but the percentages, which are the most important, are down significantly.

That has meant local boards of education have had to do one of two things: they have either had to increase their taxes to maintain their programs, or they have had to cut those programs out. They have had to do so at a time when society is demanding more and more of the education system, when the expectations of parents, of business people, of professionals and of those in post-secondary education are far greater than they were in the past with respect to the total contribution the school system is making to the individual student.

4:10 p.m.

You have cut back there and it has had a significant effect on making education unpopular as an expenditure. If I think of my own region, our unemployment figure reached 22 per cent in the tough winter we had last year. At one time, it was up to 22 per cent in the Niagara region. For those people, their income tax was down because they were not earning as much money and their sales tax was likely down because they did not have the money to purchase as many items, but sure as shooting, that bill was coming from the city of St. Catharines or the city of Welland or the city of Port Colbourne—from the local municipality, in other words—for the municipal property tax. It is a tax which does not take into account a person's ability to pay and is considered to be among the most regressive forms of taxation.

Those people who are facing difficult economic circumstances and who are asked to pay \$1,200-, \$1,400- or \$1,600-worth of taxes—a lot of those taxes going to the school system—are bound to become resentful of those expenditures and demand cutbacks in programs or they will simply toss out the local board of education at election time.

The province gets off quite nicely because they are potentially saving money through this process by not paying their fair share of education, which would be 60 per cent, in my view. The local people are taking the flak. The Minister of Education can say: "See? We are spending a lot of money but we are being careful." The local boards have to pick up the rest of it because the ministry mandates a lot of programs for them. You mandate that they have certain responsibilities locally and so they try to meet those responsibilities. You give some incentive funding.

At one time there was continuing education at the secondary school level, and I thought it was a good program. There were some noncredit

courses. For a lot of people, those courses were not really that important. To evaluate them educationally, they were really not all that important.

Yet, for the people taking those courses, they were important. They gave them a direct stake in education, something many people do not have today because of the declining population, the declining enrolment of young students in the system. It gave older people going back into the system some idea that they had a stake in education, that they were getting something directly back. We all know of the indirect benefits, but they were getting something directly back from their education tax.

When the government pulled the financial rug out from under that particular aspect of education, local boards of education said: "Here is a good program. We set it up, it became popular and now the ministry is snatching the financial rug out and we are left with some tough decisions to make on how to finance that program or to eliminate it completely." I found that unfortunate.

In total, it is our feeling that the ministry commitment to the financing of education in this province has declined on a percentage basis.

I want to be fair to the minister. It is all well and good when we are in opposition to sit and say: "You should do this. You should do that," and not accept any consequences. I want to be fair enough to the minister, knowing she will use it back on me at some time, to say that when she suggests she is going to pay 60 per cent of the cost of education, she cannot say it will be 60 per cent of any figure a local board of education comes up with. I am fair enough to the minister to say that is the case. She cannot simply say, "We will fund it regardless of what that local board of education suggests it should be."

I do think we have to arrive at what we would consider realistic ceilings in view of the fact those boards of education have to deliver new and different services.

Toronto, for instance, has a lot of unique problems or challenges—let us call them challenges rather than problems—just in terms of language. How many of the students come into the system not speaking any English? How many would be from economic circumstances which would place them in a disadvantaged category? How many would need special help? We have to take that into consideration when establishing how much the ministry is going to contribute.

I understand, because of the local assessment, that we are certainly not talking about 60 per cent

in Toronto. That problem of financing is one about which everyone in education talks and they are all talking in the direction, except on the government side of the House, of providing more funding from the provincial level. That would allow for a reduction in funding for education from the local level.

The minister has floated a proposal called the Martin proposal. As I understand it, the jury is still out on that proposal. The minister is not implementing it. She is still considering some form of it, I understand, some modification of the Martin proposal.

Hon. Miss Stephenson: We are?

Mr. Bradley: Her commission—

Hon. Miss Stephenson: It has been referred entirely to the commission on financing.

Mr. Bradley: Which means she is considering it.

Hon. Miss Stephenson: I am not considering it at all. They may; I do not know whether they will or not.

Mr. Bradley: Anything before the commission is being considered, in my view. It is one of the government's avenues of action.

Hon. Miss Stephenson: That is an interesting point of view.

Mr. Bradley: The minister would not have floated it if she did not of want it implemented. Now, the basic problem is that it addresses—

Hon. Miss Stephenson: You keep imputing motives and that is incorrect.

Mr. Bradley: I am certain that is something the minister never does.

If you are sitting on a separate school board in this province it is an attractive proposal. If you are sitting on a public school board which does not have much assessment of its own it is a pretty attractive proposal. However, for much of the province, particularly the large public school boards, it is certainly not an attractive proposal.

It points out that there is a problem, and those boards I mentioned do have a problem which should be addressed with provincial money, not by the province getting its hands on the one source of taxation which is exclusive to municipal government, the municipal property tax.

There is not a municipal councillor in Ontario who should not be standing up and vehemently opposing you and the provincial government getting your hands on municipal taxes and attempting to redistribute those taxes across the province. You already have enough sources of taxation. If you want to redistribute them, enrich

your formula for assisting disadvantaged boards, you will certainly get support from me on that. But I would prefer you address that problem without getting your hands on the municipal property tax. So, we see a problem with educational finance.

We see a problem with Bill 82, in regard to financing. Despite what you have said, despite the assurances you have given, there is still a large body of opinion which says you are not going to provide sufficient funds to meet the obligations or expectations that Bill 82 will bring to parents and to boards of education across Ontario.

My colleague, the member for Kitchener-Wilmont (Mr. Sweeney), was deeply involved in the development of Bill 82, and made a significant contribution. I recall the debates, his pressure and his suggestions, which were helpful to the deliberations. He spoke of the expectations of the real step forward your government had taken.

I think it is a step forward and, in your initial remarks, you mentioned how proud you were of the steps you have taken in furthering special education. I commend you on moving forward with legislation which I consider to be very progressive and which was enhanced through the contribution of the opposition critics.

My concern, as we get into 1985 and beyond, is that the funding to match the expectations will simply not be there. Then, local boards of education will have to take money from other areas to meet the obligations and the expectations which will be there with Bill 82.

A group of parents came over to Queen's Park on the 17th of this month to express their concerns about Bill 82. They were the Parents' Caucus for Fair Education. They were hopeful you would have the school board produce a letter stating that they do not have a program for their child—and if there is no letter there is no funding. In other words, they are concerned that boards of education are always going to say that they can meet the need, or if they cannot meet the need they can buy the service from another board.

However, even though there may not be a program—according to these parents, according to Bill 82—they must give you a placement. It is their contention that principals and teachers will admit privately that there is not a program available but, when a written statement is required, nothing will be forthcoming.

I can understand that, because boards of education are trying hard—they have put it in before 1985 and the minister is aware of that. In

some areas, there are good programs already available but the parents group is concerned that it is going to be difficult to get a letter from any board saying it cannot provide that specific service.

4:20 p.m.

I think your vocational funding from the Ministry of Community and Social Services will be terminated as a result of Bill 82. The group is concerned that there are still special private academies and schools which might deliver a service that a board of education still cannot deliver. They will be hopeful that a board can buy from somebody other than simply another board of education. I think you are moving in the right direction with this. It would be nice if every board could provide that service, but one has to wonder if they can.

They also indicate that, if a child is not attending a public school, they are not allowed to appeal. That was one of the contentions they made. They said, "If an appeal process recommends a withdrawal program with which the parents disagree, the student is denied the right to attend further withdrawal programs until the appeal process is terminated." It is their contention that "the tribunals are filled with government appointees and members of boards of education."

I recognize that some of what is said is often said in apprehension of what might happen. Perhaps we would like to think it is not going to happen, that boards are going to deliver the service. I think the minister should be mindful at least of the contentions of the Parents' Caucus for Fair Education when that group raised the issue of Bill 82 and its implementation.

I hope there are sufficient teachers who are now ready to implement fully Bill 82, teachers who are specially trained and have the necessary facilities, equipment, books and so on, materials that will be useful in the implementation of Bill 82. That is something I would like the minister to discuss when she replies to the remarks or when we get into the specific vote.

I also want to mention co-operative education as being something progressive. Anything that can prepare students for the world of work and can give them some job experience while they are still attending school, in my view, is very valuable. One of the problems I have mentioned to the minister is that these programs have to be monitored by someone and transportation has to be provided.

The indications I am getting from local boards of education, the people who are specifically

involved in co-operative education programs at the secondary school level, is that the funding is not there in a sufficient amount for either monitoring or transportation. That is causing some roadblocks to co-operative education.

The minister will recall that I raised in the House one day the problem experienced by St. Catharines Collegiate, which is carrying out a special program in co-operative education at present. It is a clerical co-op program of which adults are taking advantage. Unfortunately the Canada Employment and Immigration Commission rules that come down from Ottawa or from on high—one of the two; maybe Ottawa is on high—are such that they prevent people on unemployment insurance from taking advantage of this program.

Fortunately, the local office in St. Catharines has been as supportive as possible, dealing with the cases on an individual basis, but it is confined by the legislation. I ask the minister to make representations to the federal government, your federal friends in Ottawa as we like to call them now, to modify the regulations so this can be a more successful program and the roadblocks are not there.

In Niagara South, there is a pretty interesting program going on, which once again requires your financial assistance. I will go into some detail about that later in the estimates. Although it is not co-op education, it is continuing education. Prescott-Russell, you will recall, has had a problem about continuing education, which Don Boudria raised a couple of times with you when he was a member of this House.

He indicated there were a lot of people down there who had faced, for various reasons, almost illiteracy. They were attempting to get some very basic education in literacy. You had pulled out the financial rug from that board of education. They were utilizing the rules and regulations in such a way as to help out the people.

Hon. Miss Stephenson: It just required direct accountability, that is all.

Mr. Bradley: Rather than supporting them, you decided you would be difficult with that board of education and, as a result, not as many people can take advantage of continuing education down there, according to the ex-member for Prescott-Russell.

Hon. Miss Stephenson: I simply required of them what every other board is required to do, that is all.

Mr. Bradley: Which is an indication of a lack of flexibility on the part of the minister.

Hon. Miss Stephenson: Not in terms of accountability. There is no flexibility concerning accountability.

Mr. Bradley: According to the people down there, the program they were providing was a very good program. Both the recipients and those delivering it say it was a good program—

Hon. Miss Stephenson: And they can still have it.

Mr. Bradley: —and yet you were negative to it.

Hon. Miss Stephenson: No.

Mr. Bradley: I promised I would get back to that later, rather than get at you now on that one.

There is a problem with the college of teachers. Have you abandoned your college of teachers proposal? That is a question I will be asking you. I well recall when you used to go around to the Rotary clubs of this province, and the ad and sales clubs and so on, with your speech about a college of teachers. It reminded many of the College of Physicians and Surgeons of Ontario, or something of that nature.

You will recall the teachers' federations became extremely concerned when you implied that one of the conditions of being a member of the college of teachers would not be membership in the Ontario Teachers' Federation or one of its affiliates.

Hon. Miss Stephenson: I did not imply that. I stated it very clearly. There was no implication.

Mr. Bradley: You stated it very clearly then.

Hon. Miss Stephenson: It was a direct, public statement to the OTF.

Mr. Bradley: Then you will recall I went to the Premier (Mr. Davis) to see if he agreed with you on that and he said, no, he did not agree with you on that.

Hon. Miss Stephenson: That is not what he said.

Mr. Bradley: The Premier was as definitive as he possibly could be on that issue. I thought he had—

Mr. Chairman: I cannot imagine him saying the word "no."

Mr. Bradley: I thought he had zapped you on that one when it came out.

Hon. Miss Stephenson: No.

Mr. Bradley: Anyway, they were about to have a large meeting of teachers across Ontario to discuss this. I asked the question on a Friday, I think it was, and I went to the Premier because I knew his views on this issue.

Hon. Miss Stephenson: You did?

Mr. Bradley: In effect he said nothing would be implemented that would be contrary to the wishes of the Ontario Teachers' Federation. I read that as saying that no college of teachers without mandatory membership—as indicated by the George Drew government in 1944—in the Ontario Teachers' Federation affiliates.

Hon. Miss Stephenson: May I remind you of the new Constitution and the Charter of Rights?

Mr. Bradley: Yes, there are going to be people who use that for union-busting purposes. I am not saying you—do not get me wrong—but I say that can be used for various purposes.

Hon. Miss Stephenson: I have never used it for anything.

Mr. Bradley: One should look carefully at the Premier's views on that. One will wonder what the new Premier's views will be. I know what the minister's views are. You remain adamant that one condition should not be mandatory membership in the OTF.

Hon. Miss Stephenson: No, I have never been adamant about that. I just stated clearly that mandatory membership had to be in the college of teachers.

Mr. Shymko: My understanding is the Premier has always agreed with you.

Mr. Bradley: That is not what he said in the House. I think the member for Hamilton West (Mr. Allen) would find himself in agreement there.

You talk about implementing the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines. Why did you not wait until you had the curriculum guidelines ready, at least a year? For all you said about having these curriculum guidelines ready—you say it, and then I talk to the people in the field and they say that is interesting to hear because it simply is not true in this, this and this area.

I know you are working on it and I am pleased to see that you are working on it.

Hon. Miss Stephenson: I would be glad to give you the timetable.

Mr. Bradley: Why did you not pause the one year, for reflection, for input, and for time to have these curriculum guidelines developed, before you decided to rush into OSIS, over the objection of a large portion of the education community at the secondary school level? Last year, you said you would entertain suggestions from certain boards of education that they be

exempted from the implementation of OSIS for one year.

Hon. Miss Stephenson: Any board of education.

Mr. Bradley: I do not think you were serious about that—

Hon. Miss Stephenson: I certainly was serious.

Mr. Bradley:—because you indicated clearly in here that they would have to justify it.

Hon. Miss Stephenson: Yes, they will.

4:30 p.m.

Mr. Bradley: I translate that into saying they had better get on board or they are in trouble. Did any apply for it?

Hon. Miss Stephenson: None.

Mr. Bradley: None? Well, I guess not.

Hon. Miss Stephenson: But there was one—

Mr. Podrebarac: There were three—

Hon. Miss Stephenson: Three.

Mr. Bradley: Were the three granted that?

Hon. Miss Stephenson: No, because the justification was—

Mr. Bradley: Oh, I expected that. That is exactly what I expected. The minister had no intention of doing it because I cannot see that she would have contemplated anything reasonable with respect to an excuse for not implementing the OSIS curriculum guidelines. The rest of the directors of education do not want to be left behind. Directors of education are politicians too, and they do not want to be left behind the rest of the province.

Hon. Miss Stephenson: What?

Mr. Bradley: They are politicians—not elected, but they are politicians.

Hon. Miss Stephenson: I thought directors of education were pedagogues and administrators of education.

Mr. Bradley: They are politicians as well.

Mr. Chairman: You are saying that in the best sense of the word.

Mr. Bradley: The best sense of the word.

Hon. Miss Stephenson: It was my understanding that school trustees played the political role at the local level and the educational role was played by the director of education.

Mr. Shymko: There are variations to—

Mr. Chairman: Although most of them are acclaimed.

Mr. Shymko:—the definition the honourable member has of the word “politician.” I guess he is using a universal definition.

Mr. Bradley: The member for High Park-Swansea is helpful in this case, and he is absolutely right. The directors of education know the political game as well as anyone else. They do not stay behind the rest of the province. If everyone is implementing the Ontario Schools, Intermediate and Senior Division, that board is not going to be left behind the others in implementing OSIS. I would find it hard to believe there would be many directors in this province who would be recommending that they wait. As a group, they might have waited to implement the program, but singularly they are not going to do it. The minister mentioned three boards of education—

Hon. Miss Stephenson: If they wanted to, as a group, they could have so informed us.

Mr. Bradley: Certainly the secondary school headmasters informed—

Hon. Miss Stephenson: Directors of education certainly did not.

Mr. Bradley: But the headmasters who, once again, are the front line of the delivery of education services, certainly indicated they were hopeful of delaying it a year, and that is why I go back to the point of people who are in the front line of the delivery of education services.

What also has happened as a result of OSIS is we have had a decline in enrolment in technical education, almost a crisis in some areas where the kids in grade 9 simply have not been signing up for technical courses. In some cases, this has caused a 20 to 25 per cent drop in the number of those who are taking technical courses at a time when we are always emphasizing that technical courses are most important. I would hope the minister has found a magic formula to overcome that problem.

I also continue to express concern, as I know my colleague, the member for Hamilton West has, that as a result of the implementation of OSIS we have general level students who are going to find it more difficult than they did in the past, and it will be discouraging for our basic level students.

The students who are going through university will probably find very little difference. Most of those were taking the 16 compulsory subjects anyway, so it really did not matter very much, except that it is probable that many of them are fast-tracking now and some of them are avoiding music and perhaps some of the other subjects that they might have taken otherwise, such as art. Is that a good choice?

Hon. Miss Stephenson: Music enrolment is up significantly.

Mr. Bradley: Let us say art then, or some of the other subjects they will likely avoid. What I am saying is it did not really affect the fast-trackers very much, but there is still a concern with the general level student who has 16 compulsory subjects—and I know the minister has said there is a little bit of flexibility to be exercised in the area—who are perhaps going to be discouraged from continuing their education.

One of the things that has kept them in school, interestingly enough, is there are not any jobs out there for them. There has not been the drop-out rate we might have expected. But with it being more difficult for them with respect to the choices of subjects available to them, particularly those who function best in technical areas as opposed to the straight academic areas, then I think we can anticipate some problems with those students. The high school teachers almost universally tell me that is the case. I guess those who are favoured by the compulsory choices are less vociferous in their opposition to it than others.

I also want to indicate that you have made some pronouncements on province-wide testing. You have a commission on this, do you not? You said Dr. Shapiro—

Hon. Miss Stephenson: I have already mentioned that in my opening statement.

Mr. Bradley: Yes; I saw that. We wondered what you had in mind when that appeared in the speech from the throne. I will continue to wonder whether you knew it was in the speech from the throne, because the answer the Premier gave, the first and second answers you gave, and the answer one of your officials gave were four different answers on province-wide testing. They were fairly close but they were still different answers.

Hon. Miss Stephenson: They certainly were fairly close.

Mr. Bradley: They were not that close. They sent up alarms. In fact, after coming in from St. Catharines one day, I taped a very interesting Radio Noon program on province-wide testing—I thought it was well done—that gave a little more insight into what you were talking about, but your pronouncements outside in the scrum indicated that you did not really know what you wanted on province-wide testing, or if you knew what you wanted, that you were not prepared to tell anybody.

I guess everybody assumes that you are not going back to the old grade 13 exams, which counted for so much of a student's marks in the final year.

Hon. Miss Stephenson: I think I must have said that at least 500 times.

Mr. Bradley: I am agreeing with you. I am saying we obviously know that is not what you want.

Hon. Miss Stephenson: Then why would you just assume it, for goodness' sake?

Mr. Bradley: I assume it because there are some who express that fear. I am defending you in this case by saying that I assume you would not be going back to that. However, one has to wonder what your real motivation is.

I know the public wants it. If I did a poll of my constituents, 90 per cent of them would say, "We need province-wide testing without a doubt, because when they go to university they are not as smart as they used to be," or something such as that. That would be the perception.

Hon. Miss Stephenson: The universities want it.

Mr. Bradley: Of course, the universities want it. They have wanted it for some time.

Hon. Miss Stephenson: Yes. Stuart Smith thought it was a good idea.

Mr. Bradley: We are talking about the past. The member for High Park-Swansea (Mr. Shymko) said we should not dwell on the past.

Hon. Miss Stephenson: Except when it suits our purpose.

Mr. Bradley: I am in tune with what he is saying now. I understood he was right when he said that.

Mr. Shymko: Do not overdo it.

Mr. Bradley: What we want to know eventually is what is your motivation, what it is you are really going to be after. Everybody in education now uses the term, "What is your hidden agenda?" They all think you have a hidden agenda with many of the things you do, so I have to wonder what your hidden agenda is on that.

Hon. Miss Stephenson: All of our agenda is right up front.

Mr. Chairman: That is what they are saying about poor old Brian these days.

Hon. Miss Stephenson: I must develop a hidden agenda.

Mr. Bradley: Even many people who are opposed to what they see as a potential for province-wide testing, if it were done in the right circumstances and for the right purposes, would not be as adamant in their opposition or might not even have any opposition to a certain kind of

standardized testing on a larger scale than takes place at present.

I know the old Canadian test of basic skills, CTBS, that I used to give out was not very meaningful. By the fifth day, the students were just guessing at filling in those little circles. They got tired of them by the fifth day, so they were not as useful a tool as they might have been.

Hon. Miss Stephenson: You are not suggesting we are going to go back to that.

Mr. Bradley: No. However, there are some people who are wondering what you are going to do. They will want to be assured by you that you are doing it for the very best of purposes, that you are not out there to evaluate teachers with them, that you are there to say—

Hon. Miss Stephenson: Are you saying that is not a good purpose?

Mr. Bradley: —that you are not out there simply to evaluate teachers with them or that you are not out there to use them as a test of whether a student will be allowed into a university. Those are the kinds of concerns being raised.

You know that the teachers' federations are almost universally opposed to, or at least to what they anticipate could come out of, a province-wide testing program. Again, we are talking about the people who deliver the services in this province.

4:40 p.m.

The member for Hamilton West will nod his head with his experience in dealing with this. When I was at the meeting of principals and vice-principals the other day, involved in a panel, I looked out and oddly enough there did not seem to be many women sitting in the audience. I go to the Minister of Education again and ask what new initiatives she has taken to ensure that women occupy more important—perhaps that is not the best word—administrative positions in education.

Of course, we have the Minister of Education herself—who is the highest person in the province with regard to elected people. The deputy minister is the highest civil service position. But I am not suggesting you choose whether a person is going to be a deputy or not simply on the basis of sex. You want to choose the best person and also ensure that, if there is a woman who is best for that job, then that woman does have that job.

What I am looking for are the new initiatives you will be taking—and I am sure you will tell us about them later—to ensure that women at least are provided with the opportunity to enjoy administrative positions in education that they

have not had in the past, for a variety of reasons, some of which reflect badly on boards of education. I know you have spoken about this in the House and I will be looking for further elaboration.

Part of this problem could be overcome in the role model and guidance at schools. There has been some significant movement on this. Your ministry, along with local boards of education, has been involved in this. When most of us went to school, it was assumed an engineer was always a "he." Fortunately, that is not the case today, but we still need programs in education which would eliminate references to engineers as simply "he," instead of using "he and she."

Hon. Miss Stephenson: We do not have that.

Mr. Bradley: You are moving in that direction and that is good. I like to see that.

Hon. Miss Stephenson: My son is objecting, I gather, because of something we did in Circular 14.

Mr. Bradley: I received a phone call today from someone asking me about your censorship, saying you were not allowing a book into the schools because it is sexist. It becomes a problem of defining what is sexist and what is not sexist.

I notice that Laura Sabia, who is one of the real pioneers on women's rights, has advocated—

The Acting Chairman (Mr. Shymko): Another Tory.

Mr. Bradley: She was not always a Tory, I know that, though she is a Tory now. Regardless, I still like Laura Sabia.

She has emphasized that she thinks the school system has an important role to play, particularly in guidance and in the approach to subjects, to ensure that mathematics teachers do not tell female students to go to the commercial program or to history or something. Female students are now encouraged to take mathematics and science.

I notice that some boards of education have some very innovative programs and this is an important part the school system can play in designating all roles as being nonsexist. Males and females can be almost anything they want to be, with regard to future occupations.

I note that independent schools have been making representations to you, and to all members of the Legislature, and you have appointed yet another commission to look into that under Dr. Shapiro. I suppose we are in the position of having to wait for that commission to report before we get any comment from the

minister, who probably will not indicate what she is going to do in this regard.

Hon. Miss Stephenson: Nothing.

Mr. Bradley: Not until you get the report of the commission? There are people who are not satisfied that the needs of their children can be met within either of the school systems we have—the Roman Catholic separate school system or the public school system. There is a feeling among those parents that their children's needs can be met only through an alternative or independent school.

The real problem comes down to financing. One of the suggestions—and I wonder what initiatives the minister has taken along these lines—is that some of those schools attempt to affiliate with boards of education so they would be eligible for the full funding. A county board of education in our area was approached—I believe it was by Beacon Christian High School—with a potential for some kind of agreement to be part of that board of education. There were some preliminary discussions, but they were not particularly productive because there was no flexibility.

I wonder if the minister has sent down any suggestions, or has had dialogue with directors of education and boards of education, regarding the potential of those schools that wish to affiliate with boards of education and still retain some degree of independence. For instance, we now have schools within boards of education which emphasize technical education and some which are highly academic. We have some—

Hon. Miss Stephenson: It is under the total control and direction of the elected board of education.

Mr. Bradley: Right. Second, we have some schools which emphasize, let us say, a very traditional, disciplined approach to education, and still others which have a different approach, but all are under the umbrella of one board of education.

Has the minister suggested to those boards of education that they entertain the possibility of other schools becoming affiliated and then receiving the grants in that way? I understand that means compromise on both sides.

Hon. Miss Stephenson: I think it means more than that.

Mr. Bradley: That may turn out not to be a viable option, but I think it is worthy of exploration by boards of education and the independent schools to see if there is sufficient common ground that it could be worked out. Not

to try would be not to attempt to meet a challenge.

I am willing to understand that is not an easy way. I assume when Dr. Shapiro undertakes his commission—

Hon. Miss Stephenson: He has already undertaken it.

Mr. Bradley: Yes, I understand he is going around the province. When he is hearing submissions, is it also within his mandate to go to other jurisdictions to study what is there? I assume that is the case—to look at Alberta, for instance, to look at British Columbia, to look at other models for providing financing to independent and alternative schools. Would the minister indicate whether Dr. Shapiro has that within his mandate?

Hon. Miss Stephenson: He is certainly not prevented from doing it.

Mr. Bradley: Did you suggest that he do it?

Hon. Miss Stephenson: I am sure I do not have to suggest anything to Dr. Shapiro.

Mr. Bradley: I do not know what that answer means. I guess I will just have to accept that as it is. Perhaps I could assume that that is what he is doing.

Hon. Miss Stephenson: He also has a very large advisory committee that I am sure you are aware of.

Mr. Bradley: One of the concerns that the people from the independent and alternative school systems have expressed over the years—which does not really involve much in the way of money—is that when you set up various commissions and have consultation over various issues, there is not always the kind of consultation they would like to see from what they call the third stream.

Hon. Miss Stephenson: In that commission, their nominees are members of the advisory committee.

Mr. Bradley: Yes, but I am talking about other commissions you have set up over the years.

Hon. Miss Stephenson: Which all relate to the public system.

Mr. Bradley: They relate to the public system, but it is also useful to have input from those outside the public system. They are outside the public system for a reason.

Hon. Miss Stephenson: There has never been any barrier to the reception of their input.

Mr. Bradley: But you have not appointed them to commissions.

Hon. Miss Stephenson: No, not necessarily.

Mr. Bradley: That is what I am suggesting. You should appoint at least a representative to those commissions so they have that input. I am not suggesting they comprise the majority on those commissions. I am just suggesting that you have some kind of input from them. I think that would be helpful.

I am wondering how you are going to solve the double-cohort problem. This is when the students who are going through in four years arrive at the university doors in 1987, 1988 or 1989—

Hon. Miss Stephenson: Or 1990.

4:50 p.m.

Mr. Bradley: Or 1990, at the same time as the people who have gone through in five years. You are saying there is a general decline in the number of students in high schools now anyway, so that will be helpful to a certain extent. But I do not know whether you have really found a solution to the double-cohort problem and how universities are going to choose people.

They say they are not going to discriminate by choosing the people who went through in four years instead of five, but—

Hon. Miss Stephenson: They have made that public commitment.

Mr. Bradley: Yes, they have made that public commitment, but I wonder whether that is going to be the case when it comes down to it. There are many people who will assume—and parents are going to put the pressure on their kids for this reason—that those who go through in four years are better suited to university. I think that assumption is going to be there. You say no, and you are right—

Hon. Miss Stephenson: The universities do not have that position or opinion.

Mr. Bradley: They may or may not.

Hon. Miss Stephenson: They do not.

Mr. Bradley: They may or may not. I know they have said it—

Hon. Miss Stephenson: Tell me what the universities think.

Mr. Allen: There is a certain sense of that, yes.

Mr. Bradley: A certain problem could exist there. Anyway, I will be interested to hear how you are solving that particular problem.

I will be interested to know how enthusiastic you are about the boards of education which are setting up junior kindergartens around the province. Some have come in for some rather critical editorial comment by setting up junior

kindergartens, yet there seems to be a lot of people out there who have children of that age who would like to take advantage of the junior kindergartens. I wonder what your views are and how you are going to assist those boards of education which are progressive enough to move in that direction.

A little bit of a peripheral issue, I suppose, is that of television in the House. You are going to ask, "How the heck does this fit in with the Ministry of Education estimates?" I am thinking of the educational television network in Ontario.

Hon. Miss Stephenson: They have better things to do.

Mr. Bradley: I would have thought the Minister of Education of Ontario would have risen in the House during my resolution before the House to support having TVOntario carry from this House the question period, certainly, and perhaps other excerpts, as is the case with the federal question period being carried by TVOntario. It is an excellent service. A number of people in this province are interested in watching that; students in schools may be interested in seeing how our business is conducted.

I will not get into the merits of televising the House. I will simply get into the educational value of having TVOntario televise the Legislative Assembly. It makes so many decisions which affect people directly, as opposed to the federal Parliament which makes so many decisions which affect people indirectly. I would have thought you would want students to see the Minister of Education rising in the House to present her excellent answers to the questions posed by members of the opposition.

Hon. Miss Stephenson: There are days when I doubt it would be an educational experience for anyone.

Mr. Bradley: It would be educational for them to see how the business of this province is conducted.

Hon. Miss Stephenson: Or how absolutely ludicrous it is.

Mr. Bradley: That in itself may be an education. It may well work in favour of members presenting themselves in a more favourable light than has been in the past.

What else can I possibly talk to you about?

Hon. Miss Stephenson: What was that latest note about?

Mr. Bradley: That was just about going somewhere else. It was just someone leaving in

the middle of my speech. I cannot believe anyone would do that.

Hon. Miss Stephenson: Sympathy—

Mr. Bradley: Unlike the minister, those in the opposition do not have people shooting us these answers to questions.

Hon. Miss Stephenson: I have not seen anyone shooting anything.

Mr. Bradley: You will get them eventually.

Mr. Elston: It is like sitting in the back row during question period. Someone shoots the answer to the person in the front row, to assist him.

Mr. Allen: This is our new member, if I might introduce him.

Hon. Miss Stephenson: Who is this new member?

Mr. Elston: I am just trying to organize my business for tomorrow, Minister.

Mr. Bradley: I noticed an article in the newspaper which dealt with Indian education. Some concern was being expressed by some Indian people in this province.

Hon. Miss Stephenson: It was not our document they were concerned about; it was yet another one. Unfortunately, there was some confusion in the article. We are trying to sort it out with the Department of Indian Affairs and Northern Development because it is in its bailiwick.

Mr. Bradley: I will be interested in any comments you might have on education of our native people in this province.

Hon. Miss Stephenson: We have made some progress this year.

Mr. Bradley: There is concern being expressed about the administration of medication in our schools in a memorandum from your ministry's central Ontario regional office to directors of education on the provision of health support services in school settings—that is file RO 114—there is a chart of services to be performed. In the case of oral medication, lifting and positioning, assistance with mobility, feeding and toileting, it is noted that an aide or—and this is the real question—"other personnel" provided by the school board can be requested to perform these support services.

There is some confusion about who "other personnel" refers to. Could the minister clarify for school boards that neither teachers nor principal teachers are included in this category of "other personnel"? Down the line she may wish to comment on that.

Also, we get into our yearly discussion about whether the number of students in the classroom makes any difference to the quality of education. I think there is a relationship there. I know there have been studies done that have proved both arguments, depending on who wants to bring forward the study.

Hon. Miss Stephenson: Neither conclusively.

Mr. Bradley: Neither conclusively may or may not be fair. I lean to the fact that it does.

Having had some experience in the classroom—teaching 42 students in a room when you had to hope that three were going to be away because there were only 39 desks—I know that the ability to address the—

Hon. Miss Stephenson: When was that?

Mr. Bradley: It was 1967-68. You were not the minister then.

Hon. Miss Stephenson: You are right.

Mr. Bradley: You were still a Liberal at that time, I think.

Hon. Miss Stephenson: I have never been a Liberal in my life, so you will have trouble with that one.

Mr. Bradley: Anyway, I can recall that it was more difficult to meet the individual needs of students when there were 42 students in the classroom than, say, when there were 32. I also recall that the home or social problems faced by students were probably fewer.

When I started teaching, the number of students in the classroom who came from single-parent families was extremely limited—probably two, three or four. Today, I would not be surprised if there were 10 or 12 in many classrooms.

Hon. Miss Stephenson: In some classrooms it is as high as 70 per cent.

Mr. Bradley: Yes, I would say that is the case. This presents a greater challenge, as you would know, to the teachers and the school in meeting the total needs of those students. It means the fewer students there are in a classroom—and I understand money as being a problem, I do not want to downplay that—the more attention can be given to those students on an individual basis.

Since more of them have problems to deal with—social, home problems, as well as academic problems—and since those in the school system are asked to address those problems, it seems that factor should be a consideration in favour of

reducing the sizes of classrooms as much as possible and within financial reality.

The Ontario Public School Teachers' Federation, for instance, is wondering whether you would be changing regulation 262 under the Education Act to add another clause to section 35 governing the maximum class size. The clause would lower the pupil-teacher ratio in a regular class when pupils designated as exceptional are integrated into that class.

It is argued that the loading per class size should take into account the extra attention an exceptional pupil will require when mainstreamed into a regular class. The concern is that the mainstreaming should be based on a child's needs and not on the financial advantage of the board. The Ontario Public School Teachers' Federation would be interested to know whether you would be making that kind of change—a change which they feel would be helpful.

5 p.m.

There is also a concern about funding for small elementary schools. The idea is whether you would be interested in closing the gap between elementary and secondary school funding per pupil, because funding for secondary students is still significantly higher than funding for elementary school students. However, the reasons are not as great as they once were.

One reason used to involve the amount of money you paid people. Today, the difference in pay between elementary and secondary school teachers is not that great.

Each year we find elementary school staff coming closer in total to the pay that secondary school people are getting. So elementary school people are wondering whether you are going to bring them closer to the funding, not by bringing down the secondary school people, but by bringing the elementary staff up to the level of the secondary school people, or closer to their level. They feel this would be helpful in meeting the real needs they have at the elementary level.

For instance, they would be interested to know whether you are going to introduce a grant-weighting factor for small elementary schools similar to that now available to small secondary schools. This would ensure that funding for small elementary schools is based on a provision of educational programs and not on the number of pupils in a class or in a school.

I want to point out that the gap is still substantial. Last year, the minister indicated there had been a deliberate attempt to reduce the gap between elementary and secondary funding, yet now the gap has widened even further to \$843

per pupil expenditure. There is a question as to whether you are going to make some changes there.

Minister, I could go on in some detail, but we will have the opportunity to look at matters on an issue-by-issue basis and get into more detail.

I will be interested in your comments on French governance, because it seems that when we had Bill 119 before the committee you indicated there would be further legislation coming regarding French governance. The first try appeared to be somewhat less than successful. We hope the second attempt will be somewhat more successful than your first.

I recognize that you are getting some opposition from some quarters and that it has to be worked out amicably so it is acceptable to local boards of education. But, on the other hand, sometimes the provincial government has to say, "That is the way it is." We hope you will move quickly on that. I know you have been prompted to move quite quickly on that whole field by court cases, as well as by your own goodwill.

I will be interested to know how the Education Relations Commission is working. We are going to run into some difficult contracts once we get out of the confines of provincial legislation. I know many boards are now into fact-finders and mediation.

I wonder how your Education Relations Commission is coping with these problems—or, indeed, whether they are problems that can be met. I see this year as being a difficult year—not an impossible year, but a difficult year.

I indicated to you during last year's estimates that I thought Bill 100 seemed to be working all right at that time and I was encouraged that there had not been a lot of confrontation. I was also mindful of the fact that we are under controls as well. It is difficult to take actions contrary to controls without being outside the law.

I still have a certain indirect interest in the Teachers' Superannuation Commission. Many teachers are wondering whether you are going to, once again, assist in overcoming the problem of the greying of the profession. That is, the average age of staff members is increasing. The opportunity for young people to come into the system is almost nonexistent.

Hon. Miss Stephenson: We have made some significant advances in that direction.

Mr. Bradley: I applaud the fact that you responded to those of us in the opposition who encouraged you to make changes in the Teachers' Superannuation Act. That was helpful to a certain extent, even though it was done after

much prompting by the opposition in the very last week of the legislative sitting. However, those changes were helpful.

Hon. Miss Stephenson: What?

Mr. Bradley: That is true. Those changes were helpful. There was so little spent on that that I had to give the poor member for Hamilton West the briefing notes on it. You would not even give him any briefing notes on that subject; they were very thick. I had to assist him in this regard. I am always pleased to work with other opposition members. But I will be asking, are you—

Hon. Miss Stephenson: Contemplating any changes now?

Mr. Bradley: —contemplating any further changes?

Hon. Miss Stephenson: No.

Mr. Bradley: For instance, those who had taught 35 years used to be entitled to a full pension. Now, with the combination, I know some will have reached 35 years at year 89. I wonder if there is any suggestion on your part that those people who have achieved 35 years—regardless of the combination of years—would then be permitted to retire with full benefits?

Hon. Miss Stephenson: We are not contemplating major modification this year.

Mr. Bradley: No major modifications. That is fine. You are prepared then to see the system continue to grow older.

Hon. Miss Stephenson: No, significant changes have been made which permit the introduction of new people into the system.

Mr. Bradley: Okay, I will go to discipline in the schools. I would like to have had a chance to attend the OSSTF discipline forum yesterday, but I was at another forum.

Once again, I am happy that through OSIS you have moved to set up codes of behaviour in schools—and I think that is a positive move. It is positive because it compels schools and school systems to look at the problem of discipline—

Hon. Miss Stephenson: And parents and students.

Mr. Bradley: Right, to bring in the input from various communities—the parents and the students themselves, teachers and so on. I think that kind of input is very beneficial. I will re-emphasize how important it is that teachers have the backing of boards of education, the administrative officials of boards of education, when they exercise strong discipline, which is legitimate.

Too often, I get suggestions from teachers that, “I am not going to touch that problem because I will not get any backing.” I hear that around the province. It may be a misapprehension on their part, but I have heard of cases where a student has come on to the school yard to start a fight and the teacher has had to take action physically to wrestle that student to the ground to get him off the school yard—

Hon. Miss Stephenson: It was five years ago that we produced the booklet that went out to principals to define for them what their responsibilities and roles were. Are you telling me they are not paying any attention to it?

Mr. Bradley: I am saying there are still problems that teachers are concerned about. They are not people who are looking to be gods in the classroom—

Hon. Miss Stephenson: No, no.

Mr. Bradley: —you are aware of that. But there are still circumstances where the pressure is put on by the student’s parents, who are usually influential people, and the teacher is forced to back pedal. That just destroys the system.

Then it becomes easy for the teacher to walk down the hallway with the blinkers on; “See no evil, hear no evil.” That becomes too easy because, if you have to go through the exercise of justifying your disciplinary action on a continuing basis, you are less inclined to want to exercise that disciplinary action. Ultimately, the losers are the other students who do not cause problems within the system.

Hon. Miss Stephenson: How often does this happen?

Mr. Bradley: I think it happens more often than you think it does.

Hon. Miss Stephenson: But this is not one of the things that is communicated to us with any regularity.

Mr. Bradley: I can see why, and I accept what the minister has said. I understand why.

Hon. Miss Stephenson: In individual discussions with teachers—

Mr. Bradley: This is where you get it, in talking to individual teachers.

Hon. Miss Stephenson: That is what I do. But I do not get it even there. That is why I am asking.

Mr. Bradley: I will tell them to write to you about their problems—

Hon. Miss Stephenson: Yes.

Mr. Bradley: —because I still perceive that as a problem, the public perceives it as a problem—the total problem of discipline. It is just a matter

of whether that code of behaviour is actually adhered to and enforced.

Hon. Miss Stephenson: If the kids are involved, it will be.

Mr. Bradley: It will to a certain extent, but there is also the idea of not wanting to make waves.

Let me see if there is anything else that I can possibly cover in this reply to the minister's statement. The Allan report, you have already touched on yourself. I was glad to see that you acted on some of the recommendations of Rodger Allan, a person for whom I have always a good deal of liking, admiration and respect for what he has done in the various roles he has played. It was pleasing to have him on the same panel.

5:10 p.m.

The morning started off with three shots from Rodger at me and then three shots back. But you are wise in appointing to various commissions people who have a practical sense of what is going. When you appoint to the commissions people such as Rodger Allan I have to compliment you.

I said I would touch on some of these other items, including your Icon, in more detail later, when we have our exchange. I will do that at that time.

I invite you to respond to the many thrusts that have been put forward by me and I will look forward with great anticipation to the contribution to this debate of my friend, the member for Hamilton West, as I did to yours.

Mr. Chairman: Thank you, Mr. Bradley. Mr. Allen.

Mr. Allen: Mr. Chairman, how long are we going today?

Mr. Chairman: Until six.

Mr. Allen: Until six? I had thought that perhaps the minister might have warranted some indulgence.

Hon. Miss Stephenson: My anti-inflammatory are working reasonably well at the moment.

Mr. Allen: It seemed to me that a long pedagogical experience would indicate that anyone who has been sitting through three hours of presentations and going on to a fourth has probably reached the capacity of absorption that most humans are capable of. I realize that even with—anti-inflammatory, did you say?

Hon. Miss Stephenson: Yes.

Mr. Allen: You are really taking anti-inflammatory medication. I cannot believe it. Do you do that all the time?

Hon. Miss Stephenson: Yes, I do, as a matter of fact.

Mr. Bradley: Do you take it before question period?

Hon. Miss Stephenson: It is not the kind of anti-inflammatory that you are talking about, however.

Mr. Allen: No, I gather that we are talking about two quite different things, although one would suspect there must be some medicine for the other disorder as well.

Hon. Miss Stephenson: Is it a disorder when it is provoked with some regularity? I am not sure it is a disorder; it is probably an order.

Mr. Shymko: The disorder is the provocation.

Mr. Allen: What strikes me most dramatically as we undertake this year's estimates is the remarkable difference in tone between the minister's introductory statement this year and that of last year.

Last year she was full of social commentary. She told us about the rise and fall of civilizations, of the social strife that was current in Ontario, of the interest groups that were rising to attack public education and how she was standing there as a straight pillar of defence. This year we hear words such as "excellence;" we hear talk of the new and glorious world of high technology; we get sound and light shows; we hear of administrative supercompetence, and one wonders which world is real—

Hon. Miss Stephenson: Both.

Mr. Allen: —and which world is, in fact, the one that the minister inhabits, because last year her statement was so dramatically one way and this year was so dramatically the other.

It was interesting in the course of the year to discover that the minister, having entered her legislative year—if one can mark off legislative years by these estimates—in that frame of mind to hear the Premier (Mr. Davis) telling us in June that, indeed, Ontario had matured, that it was not bound up any longer in those rancours of denomination and other social divisions which might precipitate social decline and catastrophe by embarking upon the extension of separate school funding. Again, I was struck by the difference of the two worlds.

I have observed fairly regularly in the course of even the two years that I have been here how different the Premier's world seems to be, at least on some occasions, from the minister's world. Unlike Mr. Bradley, I have not given any incentive to the minister to embark on leadership

ambitions. I have from time to time observed that those who wish William Davis to return to the centre stage of Ontario's politics could probably do no better than to promote the Minister of Education as a leadership candidate and to vote for her at the leadership convention.

It would seem to me that the scenario that would very quickly develop would be that we would have an announcement from the new Premier's office that we would legislate Protestant students into the Catholic school system or we would legislate Calvinist students into the Christian Reformed system—into wherever. Then the ex-Premier would loom over her shoulder and say, "Bette may have said such and such but what she really meant was so and so." Inch by inch he would come back into full centre stage and we would have the old regime established once more.

It has been a remarkable year. It has been a year in which we have seen the implementation of a major curriculum reform under the rubric of the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines, despite the full opposition of the teaching fraternity and despite the total and unanimous opposition of the headmasters of the province. It has been a year in which there were apocalyptic sounds which appeared to suggest that the teachers' federations would come crashing down by ministerial fiat once the establishment of a college of teachers was in place, with certain conditions, of course.

It was a year in which we saw, with the first registrations for OSIS, rather catastrophic declines in technical enrolments. It was a year in which the minister managed to sow immense confusion in the journalistic world over the subject of province-wide testing. Whether that was the minister's fault or the journalists' fault or whatever, it was an amazing scene as one story followed another and as the minister and officials and the Premier seemed, however, not to be able to put Humpty Dumpty back together again after the Treasurer (Mr. Grossman) had pushed him off the wall in the budget statement.

Hon. Miss Stephenson: You should have joined the journalists that day they came over to take the tests.

Mr. Allen: I wanted to.

Hon. Miss Stephenson: You should have.

Mr. Allen: It was impossible. I had another engagement. It would have been a most interesting exercise. I am sorry, no, I really would have.

Hon. Miss Stephenson: It was their participation perhaps that—

Mr. Allen: It would have been a good occasion to take a reading as to whether I managed to get confused or not as they did, or whether I came out of it fully enlightened.

It was also, of course, the year in which we saw the establishment of the continuation program on the agenda for separate schools and the establishment of one commission after another to deal with various tidying-up aspects in the wake of that, whether it was the implementation commission, whether the school finance commission or whether the independent schools commission.

It was also a year in which I returned after two or three weeks away this fall and a vigorous period of federal election campaigning to see that really nothing had changed. I found communications on my desk telling me that the minister was having extreme communication difficulties on yet another front and that was with the Association of Large School Boards in Ontario over Bill 119.

In a year that is so dramatic and has held so much of portent for the university—that is my other portfolio and yours—for the education system in Ontario, it has been a little astonishing to look over your estimates and to see that really there has been no more in the overall allotment, either in the gross budget or in the legislative grants, than a bare matching of the inflation rate that is predicted for the coming year.

I would have thought a government that was prepared to embark on so many revolutionary developments, so many new initiatives, in fact would be stepping up its funding of the system somewhat significantly in order to match the needs that obviously must arise from so many changes. Yet, with a mere inflation rate increase, one does not see any hope that Ontario's funding level reputation is going to change very much at all.

5:20 p.m.

One recalls the report of David Perry in the Canadian Tax Journal in the fall of 1983 giving the latest, complete statistics on national comparisons over a previous decade of funding. Ontario, with respect to spending on education as a percentage of the gross national product, has not, in its total spending, in its elementary and secondary panels, in its post-secondary panel or in the vocational and occupational panel, managed to maintain national averages of spending.

One reviews the trend of the percentage of provincial revenues devoted to general legislative grants over the years ending in 1983-84 and presumably 1984-85 as projected here. They run

from 16.5 per cent of the budget in 1975-76 to 12.2 per cent in the last year, a decline of more than four percentage points of provincial revenues devoted to education.

One looks with some relevance to the point I have made about the need for additional funding in some of these new sectors of endeavour on the part of the government; for example, at the per-student expenditures in the separate school system at the nine and 10 level as compared with the public elementary level and the gaps for the separate schools over 1978 to 1983 running from a per-student difference of \$421 and, in the most recent year, of \$351.

If one looks at changing patterns of funding, one has to be concerned that some school boards in the province are getting into virtually a deficit grant situation. One would have thought, with all that, with all the clamour about inadequate ceilings on top of it all, there would have been some movement, even in the midst of so-called restraint—which is in many respects a rather phoney time of restraint because as we have seen by any analysis of the restraint programs, they do not contribute to getting a handle on our economy anyhow and, furthermore, investment in education is widely reputed to be one way of meeting our long-run economic prospects—I would have expected to have seen in these estimates some evidence of budgetary growth, of grant growth, for the various sectors of the school system.

I do not want to do a complete tour of the horizon, a tour d'horizon, such as my Liberal colleague has undertaken, but I want to make some remarks, first, about the extension of separate school funding of a general nature, and I want to bring a number of items together around my concern for the general-level student in the system.

First, with regard to the extension of separate school funding—undoubtedly the most dramatic event that overtook the educational world in Ontario; indeed, the social and political world, one could go on to say—I was interested to observe that the Liberal critic noted, in this respect, that the provincial government, and the Premier (Mr. Davis) in particular, was simply playing politics with the subject. He may have been; he may not have been. There may have been a great desire on his part to eradicate a guilt that arose out of that 1971 campaign, and to satisfy himself personally he had finally done the right thing by the Roman Catholic population of this province and by the separate school system before leaving Ontario politics. I would be prepared to credit that.

At the same time, it is not untrue of today, as it was of earlier decades in the debate on this question, that numbers are important, that when the school system was set up initially in this province on a nondenominational basis, numbers certainly counted for the decision that was made as to what direction it should take; and numbers, of course, continue to count in politics. It is not insignificant that the numbers of Catholics in this province have grown dramatically. Toronto is at least 50 per cent Catholic; 31 per cent of the provincial population now comprises Catholics.

In spite of those growing numbers, and in spite of the comments of the Liberal critic, however, I was interested to note in the St. Catharines Standard of November 5 that he, himself, declared on this subject, and I read: "However, Mr. Bradley declared the provincial Liberals are not about to commit political suicide by pressing for full Catholic funding to grade 13," as they did in 1971. So I presume that political—

Hon. Miss Stephenson: What date was that?

Mr. Allen:—considerations weigh on all of us, and that is proper. After all, we are in a world of political realities. We should obviously pay attention to those realities. If we do not, surely we get in a worse state of affairs than if we do. Therefore, I submit that the political considerations are obviously extremely important ones in a decision like this. Certainly it is a policy that our party has held to, I think, with some degree of consistency for a dozen or 13 years.

I do not want to press the multitude of issues that arise around the extension and completion of the separate school system, except to say they are indeed very real ones. I would say they are much more complex than the Premier, in his most extended thinking on this subject, had ever contemplated. I would have to confess that the issues are more complex than our party anticipated with respect to our longer-term advocacy on this subject.

I want to say first, and principally with respect to the issue, that it is important that justice is being done; and second, that the cost of justice where an injustice has been in place for some time will obviously be significant, that there will be pain and that both have to be expected. I do not think any of us should fool ourselves that the implementation of the completion of separate school funding will not have adverse impacts one way or another.

What one hopes, of course, is that in the course of implementing something one conceives to be just the implementation will take as much into account as possible, and that it will be done as

fairly as possible, will not be done in such a fashion as to extend an unfortunate regime of underfunding of the whole system longer and make it worse for some parts by virtue of the fact that one is now doing justly by one part of the system.

Our party certainly insists that teachers made redundant in the public system must be accommodated on a full and equivalent basis in the extended Roman Catholic separate school system, and that the system must be open and accessible to other students.

I would expect there would not be a huge number of Protestant students, nondenominational students and students from other religious groups who would want to access those schools. Some, not a large number, in recent years have wanted it; but if one wants that, one must in the first instance insist that the separate school system be adequately funded so that, for example, one does not have to go on and on with a regime in which 16,000 separate school students in Toronto have to go to school in portables.

Why one would, as a nonCatholic, want to send one's children to schools under those conditions one might well want to ask, but none the less, having decided to send them, obviously they will do that for their own reasons and on their own terms and they, I think, will not demand that the Roman Catholic system become less Catholic, because presumably it was the distinctive ethos and characteristic of that school system that drew them in the first place.

5:30 p.m.

It does appear to me that, in the course of much of the debate that has taken place at the moment, perhaps some positions that are too rigid are being taken too quickly. I personally hope the commission undertaking the task of implementing that vast and extensive change in the system will do it with sensitivity and with a degree of subtlety we all would hope so sensitive a subject would require.

Along the way I want to say, with respect to the commission and others involved in the implementation process and to all parties involved, New Democrats simply want to be as helpful and as positive as possible.

I wanted to make some further remarks hinged around the circumstances of the general level student in the education system. It appears to me, in important respects, the OSIS document reforms—however one emphasizes and wants to emphasize the positive and good side of OSIS, with return to a classic model of education

focused upon a clear core of maths, science and literature as the central thrust of the educational system—these reforms clearly have some advantages; however, it certainly appears to me that they have some very serious disadvantages too. In the implementation, even in the course of this year, some of the down side has become evident.

I do not think I need to amplify the kind of criticism the teachers themselves level at OSIS; that has become, I think, part of the literature on this subject and we are all familiar with it. However, I do think they were quite right when they argued that, with the pressure upon general level students to move into academic stream material and with the system constructed in such a way as to bias it in that direction, many of the gains of the educational system in Ontario in the Hall-Dennis years, with the growth of electives and so on and, in some respects, a more relaxed style of education in the schools, will be lost. With all the new emphasis upon the importance of schooling—which I think is around us—we will, none the less, experience a significant reversal of holding power in the system.

It is astonishing that we sit now in 1984 and observe that, of students who go into the system in grade 9—there were 165,000 of them in the last group in 1979—only 55 per cent actually complete grade 12. I thought there would have been greater consideration for those students, for that 45 per cent who have gone along the way, in the implementation and design of OSIS than the mere awarding of a rather gratuitous certificate of education at the end of grade 10 to certify they had, after all, dropped out of the school system.

Not just I, but others who go into the system and attempt some evaluation come back with something of the feeling, for example, for the fate of the general-level student. It was evident when Mr. MacPhail of the Hamilton Spectator staff undertook to review this issue in the Hamilton context. I think some of the remarks bear repeating here.

“The general level in high school appears to have become a series of terminal classes that do not open the door to college and miss university by a country mile. Some teachers and students alike fear it may be little more than a four-year course to nowhere. General-level grade 12 students have normally completed all compulsory subjects by grade 11 except for their English; the other six courses they take vary according to whether their interest is in a business or technical education.

“A lot of kids in this class would not have come in the high school of 10 years ago’,

explains Mr. Michalski, a teacher. 'They would have been part of what we have called the two-year program, which was really a case of keeping kids in school until we legally could not hold them any more.'" That was grade 10 when they turned 16.

"After that, a lot used to go out into the work force, but there is no work force any more to go out to', and he waves his hand across the classroom. 'So there you are.'"

He is a teacher at Hill Park Secondary, a school of 1,000 students on Hamilton Mountain, which could be described as set in a broadly middle-class area with a normal distribution of kinds and backgrounds of students. However, that teacher and this reporter who tried to move around the system in Hamilton and get some sense of the general-level student, those who typically graduate after grade 12, ended up painting a pretty pessimistic picture, especially when they began to look at the interface with post-secondary education but also looking at the numbers who dropped out along the way.

For example, the Hamilton Board of Education recently sent me some information which contained some rather distressing remarks about what happens to kids who just do not get to grade 12, and some who do. The noteworthy point is they simply get lost from the school and no one knows where they go. There are no statistics on them, no one knows what happens to them. There really is no follow-through for a lot of these kids so we could know where they end up, what they eventually do, what the real failure of the system has been and how it could be made better.

My impression, certainly, is that the curriculum guideline put forward in the Ontario Schools, Intermediate and Senior Divisions document is not the answer, although it has attracted larger numbers to enrol in academic courses in this last year. I suspect the answer goes back a long way in the system.

It was very interesting for me to read a report on the study by Dr. Weikart of compensatory education in the preschool period and the importance of early primary programs for later school performance, in the October issue of Education Ontario. There was also a very interesting series of comparisons of what happens to students, in a measurable way, with respect to their future careers and habits. This review referred to employment, educational accomplishment and later manifestations of social responsibility.

It has a dramatic impact. The question of whether we should have junior kindergartens, and strengthened primary education programs, appears to be totally answered in that kind of study. I am sure it is at that level we have to look at the education delivered in schools in the lower income sectors of our cities and in those that get larger proportions of general level students enrolled. Certainly, it is obvious that performance all down the line starts very early.

Along with my pleas for the ministry to undertake a major study of the general level student, not just as he exists in the secondary school system but with respect to his roots and his prospects and the whole history, I want to emphasize the importance of looking at those formative years in education.

5:40 p.m.

Hon. Miss Stephenson: You must be delighted that that is what we are doing.

Mr. Allen: Yes, I want to see more of it and I want to see it done faster. It is immensely important. There are two, perhaps three, especially relevant programs that were obviously adversely impacted last year. They are important, I mean for the general-level student in particular.

These were programs that we began to get some sense were not securing their normal levels of enrolment last April. When the minister was first told technical education enrolments were dropping anywhere from 20 or 25 per cent to, in some schools 68 per cent, she did not believe us; she wanted to wait until June to find out what the real statistics were. I think the full reality eventually dawned on her that there was a very substantial and massive shift taking place.

Of course, it was not just in technical education. The system-wide survey by the Ontario Secondary School Teachers' Federation indicated that technical education went down across the province by an average of 20.5 per cent; that vocational education went down by 16.1 per cent; business education went down by 10.9 per cent; and family studies went down by 24.7 per cent. It is interesting that the largest single decline was one that perhaps received least attention in the course of our discussions last spring; that seemed rather remarkable.

Family studies, after all, had been the subject left out of the Renewal of Secondary Education document and, of course, it finally found its way back into the final Ontario Schools, Intermediate and Senior Divisions document that governed the implementation of OSIS reforms. All through that period, and more so as I looked at these

statistics, it appeared to me immensely ironic and even tragic; that at a time when families in our society are facing one of the most critical periods in recent history, when family breakdown is rife and family patterns are changing dramatically, that would be an area one would want young people to study as rigorously as they possibly could.

The reason it was not looked upon kindly in the run to the OSIS document was that on some sides family studies was looked upon as a very soft kind of subject. That perhaps is more a testimony to the way in which the Hall-Dennis report reforms were put in place by the Ministry of Education back in the 1960s, with all sorts of subjects coming on stream and very little demand for rigour in some of them.

It is a subject which can be studied with great rigour. For general level kids who perhaps start their family experience earlier than those who go on to substantial post-secondary education, family studies is a particularly critical subject. There, enrolment dropped massively by 24 per cent as a result of advice that they should go into academic subjects.

Technical education followed at 20.5 per cent. Again, that was a great irony, because most of us had heard so much over the previous several years about the great crisis in critical trades. Presumably, if one was trying to produce the most competent tradesmen to man our factories and to engage our skilled work force in the challenges of the economy, of production and competitiveness, that is where much of the answer had to lie.

Yet, somehow, the architects of the OSIS document had not foreseen there would be that kind of impact upon technical education. In some quarters, and surprisingly in my own board situation in Hamilton, it was rather slighted, as though everything was in hand and the world was unfolding as it should and perhaps technical education in the schools was not very important anyway.

Technical education is not something we have done excessively well at in the broad range of our school system in Ontario. I know we had some very impressive bursts of technical and vocational education when vocational institutes were established in the early 1960s. However, our whole performance in the area of apprenticeship, of technical training in general, has gone into some decline, especially in those institutes with obsolete equipment where it is difficult to maintain state-of-the-art technology for young people to learn on.

When I confronted that issue last spring I was curious about whether other nations were engaged in significant new projects or were injecting technology into the school system in innovative ways. In some of my reading I began to learn about technology rooms in Swedish schools, about the rigorous technology programs in West Germany and so on. In Japan, the television programs on technology going into primary school classes required a great deal of money to produce appropriate, well-thought-out material for the children.

It would seem to me that technological education ought to begin with junior kindergarten and be systematically developed throughout the whole system. Yet, as we know, it is not. It is spotty; it happens by accident. The Science Council of Canada's report on science education in Canada last year made many alarming reports about the state of science education in elementary schools, and technology would appear to be part of that rather pessimistic picture.

I would think these two subject areas, along with the business and commercial sectors, all of which declined, would be areas the ministry would want to preserve from adverse impact. Yet the history of the last year is quite the reverse. I am very interested in hearing where the minister proposes to move in those directions in the coming year or two.

The impact of this in its own way, as well as the streaming system we have in the school system, has an unfortunate side for many general-level students, and not least of all for students in some of the ethnic communities. I am thinking particularly of black students in North York.

All of us have read with some alarm about the problems of black students as reported last spring. It was reported, for example, that 50 per cent of black children in North York schools are failing. Almost no black children are enrolled in courses geared for university-bound students. Increasing numbers of students are being suspended from school, even in primary grades, and, as one person commented, black children are often graduating, not into institutions such as universities but into detention centres and psychiatric wards.

That is just part of the problem of a school system not structured to those students' benefit, let alone to their liking.

Even when one comes to the question of province-wide testing, one gets into a subject where there may also be some adverse spinoff effects for general-level students, especially

when one thinks of the possibility of province-wide testing as a device to measure individual students.

5:50 p.m.

I still am not entirely clear, like my Liberal colleague, as to where the minister intends to take province-wide testing. It seems to me there are a couple of rather different models available.

One is, essentially, a test of all the students in a series of core subjects to see how they perform. There you have a reading on the system and on the individual, as well as on the teacher; presumably on everyone. On the other hand, you have the sampling procedure that the Ontario assessment instrument pool represented.

I may have been wrong and I may be attributing motives, but I rather suspected that the way in which this came up—in the context of the budget and the minister's initial defence of the subject last spring—smacked, again, of trimming one's words or one's intentions to fit a political climate out there; namely, a climate that wanted individual-student, across-the-board testing for the province as a whole on a standardized basis. That is, of course, a very widespread and popular clamour. My suspicion is that in speaking to that public mood you rather significantly hedged what was in the mind of ministry officials with respect to the establishment of Ontario-wide assessment or testing.

In the wake of all that, I still think, of course, it is up to you to define what it is you want to do. The earlier you can be clear about your intentions, the sooner people who have to design those programs can get them under way and something can be put in place.

I say all that with the caution that most of the educators and specialists in testing I read really do not think the standardized, province-wide testing of individual students is particularly helpful in any respect. Even the universities that got into measuring different performances in schools found that it was a tough subject to measure and that—

Hon. Miss Stephenson: Why are they still asking for it then?

Mr. Allen: I know; I am not here to apologize for that.

Hon. Miss Stephenson: Do not just say, "I know." You are one of them. Why do you not tell us why?

Mr. Allen: I have never asked for province-wide testing as a university professor and I do not think one needs anything more than the original intentions of the Ontario assessment instrument

pool on the sampling basis to keep the system up to scratch. If that is what you intend to do, you have my blessing and I hope you pursue it, but I hope you do not let it get bent in the direction of either measuring individual students or individual teachers.

I just wish you would come out of the closet and say that, frankly, is where you stand and let it happen. For the moment, here we are; we still do not know.

Mr. Bradley: The hidden agenda.

Mr. Allen: I do not know if it is a hidden agenda. It is just sort of lost over there, I sometimes think. These things surface like icebergs that bob up and down in the waves. Now you see them and now you do not. Now they are in one form and now they are in another. Where are we at?

Hon. Miss Stephenson: As a natural scientist you are a failure; icebergs do not bob.

Mr. Allen: It gets a little bit frustrating. I can understand someone out in the system trying to live under these circumstances. It must be horrendous.

I do think the style of testing you embark on will have a lot to do with whether it does impact upon individual students. In particular, the potential for adverse impact is upon the general-level student coming out of the system.

I had wanted to say something on Bill 82 in this connection, but I will save that for some other remarks of a rather specialized nature with respect to special education, in particular with regard to speech pathology and its place in the delivery of special education services.

I hope as you go about a study of the problem and prospects of the general-level student in the secondary schools that you will also look very closely at the whole subject of their prospects for post-secondary education.

I think the research study last year by the Ontario Secondary School Teachers' Federation on who goes to college is a very good starting point in that respect. I also hope you have digested its findings, which make it plain that, in fact, only one in four general-level students who begin high school applies for college—only one general-level student out of 25 has a prospect, according to current statistical averages, of completing a college program of any kind.

I hope you will attend to the fact that something like 25 per cent of the college students now enter from grade 13, one way or another. Those students who manage to complete grade 12 end up in the same classes in the college system as the grade 13 students—often also with

students who have gone to university, have a year or two there, and have gone back—and they just cannot hack it in those circumstances.

There is no separate entry point. There are no separate classes. There is no special concession made. This seems to me not only unfortunate but tragic. Everywhere I go, I hear complaints about the whole interface between the high school and college systems, whether one is talking about vocational guidance or the actual facts of the interface.

As we end our introductory remarks for this afternoon, I want to reiterate that in the light of the curriculum reforms you have just implemented, which I do not think serve general students well, I hope you will take account of the whole panorama of experience of general-level students and undertake a massive program in that respect.

The last thing in that connection has to do with adult education. If these general-level students want to upgrade later on that is where they can often do it. Yet we know that the people who take most advantage of adult education, for whatever reason, are those who are already employed or already educated, often beyond the level of grade 12. Those who have it are getting more, and those who do not are not getting it to anything like the degree that they should.

I think one has to view your ministry's approach to the reorganization of adult education and its delivery through the school system as nothing less than catastrophic.

The study you have just released, giving the statistical detail of the impact of the changing regulations of 1981-82, is simply too dramatic for words. Then, this last year, you implemented another regulation which precluded boards from funding adult education students who are in the equivalent of full-time programs with full-time student moneys. There went a whole lot more of our adult education students.

Often, those who were being taught most effectively were in boards such as the Niagara board. As all the specialists in the field make it plain, that kind of more relaxed, one-to-one educational experience is the kind that works, with respect in particular to remediation for those who are functionally illiterate and who are working on basic-level programs. That is a very significant question for the future of general-level students in their attempts to make up ground later on.

Overall, it seems to me that it is a fairly damning picture. I hope this whole package of issues—and I am sure there are others that can be thrown into it—will become an obsession with your ministry in the next few years, as we move through the next stages of our history in the educational programs and the development of this province.

Mr. Chairman: Thank you, Mr. Allen. It being 6 p.m., we will adjourn the meeting until Monday, after orders of the day.

The committee adjourned at 5:59 p.m.

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Kerr, G. A.; Chairman (Burlington South PC)
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Stephenson, Hon. B. M., Minister of Education and Minister of Colleges and
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From the Ministry of Education:

Penny, D. A., Assistant Deputy Minister, Education Technology Development Division
Podrebarac, Dr. G., Deputy Minister



No. S-11

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development

Estimates, Ministry of Education



Fourth Session, 32nd Parliament

Monday, December 3, 1984

Speaker: Honourable John M. Turner

Clerk: Roderick Lewis, QC

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Monday, December 3, 1984

The committee met at 3:46 p.m. in room 151.

ESTIMATES, MINISTRY OF EDUCATION (continued)

Mr. Chairman: I believe I see a quorum. I call the meeting to order. Mr. Allen, had you completed your remarks?

Mr. Allen: Yes, I had.

Mr. Chairman: We will ask the minister to reply, then, to both the critics.

Hon. Miss Stephenson: If I might, I shall go through these. I am trying to put together those points made by Mr. Bradley and repeated in Mr. Allen's remarks. Whether Mr. Bradley made them first or—I will not say vice versa; it is only because Mr. Bradley had the opportunity before Mr. Allen.

One of the things of concern to Mr. Bradley was the concept of lack of consultation. I know of no ministry that spends as much time in consultation with all the parties about all kinds of things having to do with education than the Ministry of Education. We go through this procedure on a very regular basis and I really am convinced it is the only method of attempting to produce the kinds of policies that would be appropriate for the educational system in this province.

He knows the area related to the elimination of grade 13 was the subject of consultation of an immense proportion for about two and a half years initially. Then, after the Renewal of Secondary Education document was produced, it was again the subject of consultation for almost a full year with every group of teachers within Ontario. All members of the Ontario Secondary School Teachers' Federation were consulted. I do not think there was one that was missed.

All kinds of other groups were consulted as well. The discussions related to all of the proposals contained within the ROSE document. They will have been collated to produce the Ontario Schools, Intermediate and Senior Divisions document, which I think—

Mr. Bradley: My reference to grade 13 was that I did not find it in the Conservative platform in 1981, yet I heard people going around the province pointing at the Liberal Party for eliminating it.

Hon. Miss Stephenson: I think you were aware that in 1981 the committee had already been established. The secondary education review project was in progress at that point and that committee was charged with the responsibility of looking at this. It seems to me that one does not, if one is responsible, establish as a party platform plank a proposal under consideration by a committee one has appointed to look at that item specifically. I think that is presumptuous in the worst extreme.

Mr. Bradley: It would not have stopped you from making any other decisions you felt were politically opportune. You—

Hon. Miss Stephenson: I think it would if they were related to the educational system.

Mr. Bradley: That would be a new experience for me.

Hon. Miss Stephenson: At any rate, if that is all you were concerned about, then I am delighted, but I would like to just put—

Mr. Bradley: It is general consultation, you are right there, I am concerned about the general—

Hon. Miss Stephenson: For the record, I would like to read a letter which was received on November 26, 1984. It is dated November 12 and is from the provincial president of the Ontario History and Social Science Teachers' Association, who happens to reside at 21 Salina St., in St. Catharines, Ontario. This letter is addressed to me. It says:

"Dear Dr. Stephenson:

"At the recent annual conference of the Ontario History and Social Science Teachers' Association, 500 of our 700 members were given their first glimpses of the new history and contemporary studies guideline for grades 7 through 12 and the Ontario academic courses. Mr. Don Johnston's outline of the work done by the writing team during this past summer and the outline given in his executive summary of the first segment of the guideline provided the basis of discussion during the conference. An enthusiastic volunteer group of OHASSTA members, to serve on our validation team, resulted from the exchange of ideas that was promoted.

3:50 p.m.

"The provincial OHASSTA executive is most appreciative of the efforts of Mr. Johnston to work co-operatively with OHASSTA members in the development and validation of the new guideline. This type of professional sharing will result in the best possible program for the history and contemporary studies students in the province of Ontario. Mr. Johnston is to be commended very highly for his approach to this project. We look forward to continued co-operation as the validation and implementation phases of the project are undertaken during 1985."

It is signed by Mrs. Nancy Maynes, who is the president of the association this year. That is only one of the letters we received.

We have been involved intensively in consultation related specifically, and primarily I must admit at this point, to major policy decisions related to the school system, but also to the redevelopment of curriculum guidelines within the province. That is a process we intend to continue.

There is not, as Mr. Bradley has suggested, to be a cutback in the funding of the public school system in order to finance the extension of the separate system. I think the Premier (Mr. Davis) stated very clearly at one point that there would have to be an increase in the provincial funding and funding made available to provide for whatever happens as a result of the implementation of policy. That statement is in place.

Mr. Bradley: So that is an absolute guarantee we are getting from the minister?

Hon. Miss Stephenson: That statement is in place and that is the guideline along which we are all working at present.

Mr. Bradley: So all money going to the separate school system for the extension will be new money, as both the people from the separate school—

Hon. Miss Stephenson: I cannot say that. I said this will not happen as a result of switching money from one system to another.

This is a matter which is also before the Commission on the Financing of Elementary and Secondary Education in Ontario, because that guideline, that statement made clear by the Premier, is very much a part of the background information with which they are functioning at present.

Mr. Bradley: You are not giving a guarantee then?

Hon. Miss Stephenson: I do not know precisely what the figures will be. All I know is

that the Premier stated there would not be a reduction of the commitment to public school education in order to cover the separate school extension. He made that clear.

Mr. Bradley: That is a great general statement, and we are all pleased to hear that. The specifics are always the most interesting.

Hon. Miss Stephenson: I am sure the specifics will be very interesting when we receive the recommendations of the commission, which I believe are to be received a year from now.

Mr. Bradley: After the election.

Hon. Miss Stephenson: I have no idea when the election will be. Do you know?

Mr. Bradley: I have a sneaking suspicion when it will be.

Hon. Miss Stephenson: Oh, I see; I am glad to know.

Mr. Chairman: Spring of 1986.

Hon. Miss Stephenson: Spring of 1986; yes, that is what I thought.

Mr. Bradley: It will not be that far away. Your federal friends will be so unpopular then, you will not want to call an election.

Hon. Miss Stephenson: I would not count on that, as a matter of fact.

Mr. Bradley: They have done you in many times over.

Hon. Miss Stephenson: I would think they could not possibly do us in in the way we have been done in for the last 15 years.

Mr. Bradley: They were your best friends, the last government.

Hon. Miss Stephenson: Oh, really; with friends like that we did not need enemies.

Mr. Bradley: Politically, your best friends.

Mr. Chairman: He is right about that, Bette.

Mr. Bradley: You see, Mr. Chairman is objective.

Hon. Miss Stephenson: Politically, all we had to do is remind people there were Liberals in Ottawa, and that was why things were going so badly.

Mr. Bradley: You cannot do that any more.

Mr. Wiseman: I wish to clarify this point. Will the public school system, as we know it today, have less money as a result of what we are doing with the separate schools, as Mr. Bradley asked?

Hon. Miss Stephenson: No.

Mr. Wiseman: We will have the same amount of dough for public schools?

I have been asked whether it is going to be at the expense of the public schools. You mentioned the Premier said that would not be the case, but that there was no guarantee of fresh money to take care of whatever amount—

Hon. Miss Stephenson: We are operating on the theory there is a guarantee of additional funds to accomplish this. That is the direction we are—

Mr. Wiseman: But we can tell our school boards in the public school system they will not—

Hon. Miss Stephenson: What the Premier—

Mr. Bradley: Better listen carefully to this answer.

Hon. Miss Stephenson: What the Premier said is that no decline in the public system will be permitted in order to finance the extension of funding to the separate system. The quality of the program which has been traditionally provided within the public system will not be adversely affected by the extension of funding to the separate system; and we are taking that to mean—

Mr. Wiseman: But he really did not mention money.

Hon. Miss Stephenson: —there will be additional funds made available to us.

Mr. Bradley: You had better get that in writing, Mr. Wiseman.

Hon. Miss Stephenson: In his perennial remarks, Mr. Bradley—and I think Mr. Allen mentioned it as well—said there was a decrease in the amount provided by the province in support of education since 1975. The year 1975 is always very selectively chosen since, as a result of some unusual activity that year, there was a very significant increase in the allocation made available to the school system, somewhat disproportionate to the rest of the budgetary allocations that year.

There has, in fact, been a decline in the proportion. As I have said very clearly—and I think Mr. Bradley acknowledged this—it is awfully difficult to maintain a fixed percentage of a variable amount, one over which we do not have total control. We have some little control, but certainly not nearly the kind of control many of the taxpayers in the province think we have, over the activities of the local school boards.

In actual fact, there has been a relatively similar increase in the percentage of allocation made by the province, in the cost of the general legislative grant, and in the local taxation. If you look at the local taxation, without being in the least bit concerned about the fact that assessment

grew by almost 70 per cent during that time, you will see a disproportionate amount being borne by local taxation.

In actual fact, the assessment rolls in that period did increase by 69.6 per cent. As a result, the average mill rate increased by only 144.5 per cent across the province, which is significantly lower than the increase in the consumer price index. It was an increase of 199 per cent over that period—1970 to 1984—as compared to the increase in the GLG, from 1970 to 1984, of 260.1 per cent.

We continue to try. We still have a goal, and we may reach it at some point, but we are going to keep on trying to ensure that we deliver annually an amount sufficient to support the system. Mr. Bradley has been concerned—

Mr. Bradley: No board is satisfied so far.

Hon. Miss Stephenson: Well I did not expect that they would be; would you?

Mr. Bradley: If you were to provide those funds—

Hon. Miss Stephenson: Oh, sure; if we were to provide 100 per cent every board would be satisfied.

Mr. Bradley: If you were to live up to the Edmonton commitment they would be happy. The municipalities—

Hon. Miss Stephenson: I am sorry. The Edmonton commitment was before my time. It has not been in place—

Mr. Bradley: But not before your government.

Hon. Miss Stephenson: —since 1975, that I am aware of, and that is when I was first elected. When were you first elected?

Mr. Bradley: In 1977.

Hon. Miss Stephenson: Right; okay.

Mr. Bradley: But I well recall sitting on a municipal council in 1973—

Hon. Miss Stephenson: Oh, you were a member of a municipal council.

Mr. Bradley: —and greeting it with great favour when I heard about it.

Hon. Miss Stephenson: Mr. Bradley has also raised some concerns about declining enrolment and general interest in noncredit courses. There have certainly been declines, particularly in the noncredit programs, and a very severe decline in the area of noncredit courses in the French language.

We had a very difficult policy decision to make regarding the delivery of funds. We felt very strongly that priority should be given to the

provision of regular day school programs and credit courses for adults. We made a very clear statement that any adult in the province who wished to achieve the capability of the secondary school graduation diploma at any time during his or her life should be able to do so without ever paying a fee.

Therefore, we have made commitments to the school boards that we will support their programs to provide that educational program in credit courses for adults, at any level, at any time. That is precisely what we have been doing. That commitment is a very significant commitment, it seems to me, in the light of general statements in this area.

We are particularly concerned about adult basic education, for which we have provided specific direction within the school boards. We have also provided school boards with the capability to purchase, if they will, that kind of educational program from colleges of applied arts and technology, if indeed they have not developed the capability to deliver it themselves.

There was an amendment to the Education Act, which you all agreed to—I believe it was in 1983—which permitted that to happen in order that we could meet our concerns about adult basic education.

There are many other ways of providing adult basic education. We know that as well. At present, we are in the midst of a further examination of the whole area of continuing education and adult basic education, which will finally develop the policy I hope will be available to us within the year 1985. It should be formulated entirely by that time.

4 p.m.

Mr. Bradley: I can remember contending in the House, that one of the tricks you were up to in your ministry—among other ministries, but your ministry—to provide seed money to help establish a good, progressive and well-liked program, only to pull the financial rug out after it becomes popular.

I am not denying the credit courses, they are very good; however, what you have done with your noncredit courses is to get a lot of people involved in education who previously had no direct stake in it personally.

I must say that was a well-received program, for instance in my area of Lincoln county. Then, just as it got popular and the boards became committed to it, the financial rug went as you took away funding. That is a legitimate criticism boards of education make of your ministry.

Hon. Miss Stephenson: As far as I know, it was not seed money. The purpose of providing funds for continuing education has always been to ensure there was an educational capability within the school system to provide the kinds of courses which would assist people in Ontario to gain expertise. I think it was particularly directed towards the provision of night courses in the secondary schools.

The courses were not devised by the Ministry of Education. They were developments of the local boards of education. Some of them became quite artistic in the mechanisms used to ensure that what a group wanted was in fact provided by the school system, whether it was able to do it or not.

None the less, there has been a good deal of activity on the part of the ministries of Citizenship and Culture and Tourism and Recreation, which have been talking to various groups in the province. As you know, the school boards have been encouraged to provide facilities so various recreational or cultural groups can direct the programs within the school system. That is happening in many places.

We have specific concern about the north and we are attempting to look at that. Although we have provided additional funds to northern boards, we are attempting to look at ways we could assist them through further developments in the general legislative grant.

Mr. Bradley: There it is: the financial rug—

Hon. Miss Stephenson: I do not believe it was a matter of pulling the rug. I think when creativity comes a little close, perhaps, to the border of profligacy, then we have to be fairly concerned about the direction of funds taxpayers make available for educational purposes.

Mr. Bradley: In other words, you do not believe in local autonomy and flexibility.

Hon. Miss Stephenson: I certainly do. The school boards have all kinds of both. If they want to provide noncredit courses, they are at liberty to do so.

Mr. Bradley: If you have enough money, you can take advantage of them; if you do not, you cannot.

Hon. Miss Stephenson: Or you can find another means of ensuring they are delivered.

Mr. Bradley: I am talking about individuals in the community now, who previously had those—

Hon. Miss Stephenson: And I am talking about finding another means. If you want to provide a course in gourmet cooking you might

appeal to a relevant club in the province to see whether someone would be interested in coming to teach at your local school.

Mr. Bradley: Therefore, the rich will take advantage of the education system and the poor will not.

Hon. Miss Stephenson: That is not what I said at all.

Mr. Bradley: However, that, in effect, is what happens. I know that is not what you said.

Mr. Allen: Minister, I think your answer is not entirely satisfactory. Permitting the option to any person of any age to go back and complete his Ontario secondary school graduation diploma has really very little to do with the major problems that adult basic education faces in Ontario today.

Obviously, that possibility is fine. There is nothing wrong with that, but surely the problem is—

Hon. Miss Stephenson: That is one arm of the policy.

Mr. Allen: Let me just continue.

Hon. Miss Stephenson: I have tried to point out there were two arms to the policy, and the other is the adult basic education program.

Mr. Allen: That may well be. I think the criticism we continually hear from most of the adult education groups in the province is that there is not a systematically structured provision of appropriate adult learning materials and settings in which to pursue basic education; that the curriculum materials used and reused so often in the adult education courses have been borrowed out of the day curriculum, and you do not have in place the materials and structures to deliver.

I had a very long session with the Niagara board last spring, when they were faced with your recent regulations which withdrew funding with regard to full-time student grants for adult education programs at a basic level, as I understood it, in the board.

I talked with them at great length, and it appeared they had a very effective program going in which instruction took place on a one-to-one basis and in which the programs that were undertaken were substantial. It was not basket weaving and all this stuff that we toss off the top of our heads. It was a major, full-time program that allowed those students a great deal of flexibility as adults to meet their instructor as they wished at certain times, and it was working well.

Yet, in order to continue to provide that service after you removed the funding they would have had to kick in another \$800,000 just to complete the year, let alone look ahead to the subsequent year. That program had to disappear. It just does not sound as if you are meeting your responsibilities there in funding.

At the moment, the Workers' Education Association is trying to get certain programs off the ground, and you have cut back on the grant they get from the ministry. The Ontario Association for Continuing Education has, as I understand it, been told it ought to hustle further in order to get more moneys from the private sector in order to keep itself going, because you are pulling back on your funding to that organization as well.

The consciousness has recently struck us that 20 per cent of our adult population is functionally illiterate. Why are we making it more difficult for institutions like that, and for established structures like boards of education, to really cope with the problem?

Hon. Miss Stephenson: I do not think we are making it more difficult at all. There are some rules which relate to accountability which must be pursued by everyone who is expending public moneys. Those rules were very clearly stated. Other boards are providing courses of equal intensity and equal capability, and are able to do it within the funding mechanism that has been established.

Mr. Allen: Are you telling me that the Niagara board, specifically, was not being accountable in its reporting to you?

Hon. Miss Stephenson: The way in which they were counting their students did not comply with the kind of regulation that had been established. You cannot have one regulation for one board and another regulation for another board. It has to be the same for all of the boards in the province.

Mr. Allen: Can you be more detailed with respect to that board?

Hon. Miss Stephenson: No, I cannot be more detailed, because it was not the only board that was affected. I do not have the details with me at this stage of the game, either. I do know there was concern expressed about the way in which the funds were being utilized. Obviously, the program is a very imaginative program, the kind of thing we laud and support. It is certainly the kind of thing I hope boards would continue to do.

Mr. Allen: If I understand it, you asked for boards to undertake programs like that in the beginning.

Hon. Miss Stephenson: Yes, we have encouraged them to do that. However, we do expect them to be funded on the same basis that one would fund a full-time student in any other circumstance. There has to be some measure of accountability in that.

It is my understanding there were two problems with that regulation, and one did occur in the boards that have been mentioned. I can get further details about that.

Mr. Allen: I would like further details, specifically with regard to that one board. I would like to see a good case study as to whether that board, in particular, was not living up to its responsibilities in accountability; whether the program was or was not deemed by the ministry to be adequate; and third, since it has now disappeared, whether you have any suggestions as to what ought to take its place. Obviously, they are not going to be able to do it on a shoestring.

Mr. Bradley: It was a good, innovative program, was it not?

Mr. Allen: Exactly, a very innovative program.

Mr. Bradley: Just as it was in Prescott and Russell, where they had to address the problem of a higher rate of illiteracy than was the case in certain other parts of Ontario. They attempted to address that in a very innovative fashion. Once again, you refused to fund it when you found they were using some kind of flexibility.

4:10 p.m.

Hon. Miss Stephenson: We did not refuse to fund it. There was, indeed, funding based upon the appropriate accounting of the numbers of students involved and the appropriate pattern of funding for those students. That is what we did.

We did not refuse to fund it; neither did we refuse to fund it in Niagara. We agreed to fund it on the same basis: that there would be the appropriate accounting of students and the appropriate pattern in delivery of the educational program for those students in order to ensure the funding was delivered properly.

Mr. Bradley: In other words, you were removing the flexibility which made the program such an outstanding success.

Hon. Miss Stephenson: I do not really think that is so. I think—

Mr. Allen: In fact, you were changing the accountability, as I recall, because you were—

Hon. Miss Stephenson: Oh no; we were not changing the accountability. The criteria for

accountability have been exactly the same and they have not changed.

Mr. Wiseman: She can hold her own.

Mr. Kells: Sure, but it gets noisy.

Mr. Chairman: Otherwise, I would be banging the gavel.

Hon. Miss Stephenson: Sorry; all right.

There were matters raised related to Bill 82. I will try to get in a reasonably understandable form the details related to those two circumstances. We will have them for you. It may not be tomorrow, but I hope it will be by Wednesday.

Matters related to Bill 82: there have been additional funds made available specifically for special education over the five-year phase-in period. The additional \$75 million in 1980 dollars has proved to be significantly more in terms of the total number of dollars than I might have anticipated, but all of those funds have been made available to boards in order to help them.

I think the question Mr. Bradley was raising was whether that additional funding was going to continue to be labelled after September 1985, or whether it would be folded into the general legislative grant in some way so it could not be easily identified.

I must admit we have had submissions in both of those directions. There have been submissions which have suggested strongly the additional funds which have been made available be folded into the general legislative grants to allow the boards total flexibility in whatever they were going to do, which was the reason for providing them in the way in which we did provide them after the first year. There have been equally strong submissions, from special education groups particularly and from some teachers, saying they should be continued to be identified.

I can say that a final decision has not been taken at this point about whether we should continue to identify them as additional dollars, trackable through the accounting mechanism. That is a matter which is very much before us at the present time. It will be finally resolved before September 1985.

Mr. Bradley: Of course, you know—go ahead, John.

Mr. Sweeney: I was just going to point out I had a clear impression that when we debated this back in 1980 there was a commitment that after September 1985 they would be kept separate. I can go back and check the record.

Hon. Miss Stephenson: No, John. I think you will find I said I might have some feeling that perhaps they should be kept separate, but we had

not made that decision at that point. We had, in fact, determined that up until 1985 they would be given as additional dollars, but there was no determination about whether they would be folded in or whether they would be separated after September 1985.

Mr. Sweeney: I want to check that, but the reason I say I have a recollection is because I believe you were making the comment that you wanted to ensure those moneys could not be used for regular educational purposes and that is why they would be kept separate. If I remember correctly, the point you made was that the existing special education funds were folded in and probably would continue, but that whatever amounts of money it had been decided would be needed to keep this program going by the time you reached September 1985 would continue to be identified as such.

Hon. Miss Stephenson: If you go over the Hansard you will determine I said it was my strong feeling that by September 1985 special education should have become such an integral part of the educational program for children within the province they would not need to identify it. That is what I hoped would happen, but I said I did not know whether it would happen or not and, therefore, we had not made the final determination.

We have not made the final determination. It depends upon the review being carried out right now. The implementation team has been looking at all the matters related to the implementation of Bill 82, including the cost. We seem to be pretty much on target as far as the cost is concerned. Certainly the final determination about the way in which the funds will be delivered has not been taken.

Mr. Bradley: Some of the reasons there was a fear of the cost being higher than anticipated was that, as you well know, you are going to have boards of education undertaking projects and programs which were extremely expensive to provide for individual students in the past. There are a number of parents who are extremely concerned that, under the new bill, boards of education now cannot buy a service other than from another board of education. You will correct me if I am wrong.

Hon. Miss Stephenson: Yes.

Mr. Bradley: Those people have children going to school. Mr. Allen and I were at a function the other night. The United Church of Canada, Hamilton conference, had a discussion of education issues, particularly in relation to Bill

82. One of the things asked was how are they going to be able to provide the same service that was provided at an academy in Boston, in Philadelphia or even in Ontario, considering the amount of money provided to boards of education? This is expensive. You are talking about several thousand dollars for the parents. I think the Ministry of Community and Social Services provided funding before for those purposes in specific cases.

My understanding is that funding will be cut off as of the fall of 1985 and boards of education must deliver all the services in special education. These people are under the impression that, without a lot of extra money, boards of education will not be able to provide the service that was provided to their children in the past by money from the Ministry of Community and Social Services.

Hon. Miss Stephenson: We are still having discussions with the Ministry of Community and Social Services about the way in which this should be carried through. As to the concern expressed by some parents, my concern is that we develop the capability of providing what it is the children need in educational programs in Ontario. That has been our goal and determination right from the onset of the discussion of Bill 82.

The regulations under the Vocational Rehabilitation Services Act were revised in 1981. As Bill 82 has been phased in, there has been a considerable reduction in the applications that have been made before VRS. The school boards have done a reasonably good job.

At this point I am not sure what the final determination will be, because I am very much aware there will always be some cases that are contentious, about which there will not be agreement between the educators on the one hand and the parents on the other hand. I anticipate we will always have the matter before us in one way or another. The final resolution may be through the appeal mechanism that has been established. That is probably the appropriate way, or it might be through some other mechanism we will develop jointly.

We are very much aware of that concern and that matter. It is a matter being discussed at present in the joint committee within the various ministries involved in the implementation. It is very much at the forefront in the committee headed by Mr. Hewitt and Mr. Wiseman.

Mr. Bradley: To get this straight in my mind, that means you are still giving some consideration to providing funding to students to get a

service outside any board of education, if there is no board of education within a reasonable distance that can provide—

Hon. Miss Stephenson: I cannot say I am giving consideration to that because at this point I have no recommendation before me with that kind of conclusion.

Mr. Bradley: You have not excluded it, can I put it that way?

Hon. Miss Stephenson: I know recommendations will come before me and I will consider all of them. I do not know what they will be at this stage. I am aware that some are suggesting this is a major problem, and I am aware that other educators believe the problem is not as major as it is suggested it is. There will be further consideration of this.

Mr. Bradley: After September 1985 there will not be many boards of education that will want to tell you they cannot provide the service you have mandated. If I were an official or a member of a board of education, I would not want to have to say to a parent, "We cannot provide this service for you even though the ministry has said we must provide the service." I am going to be reluctant to say, "We cannot provide it," because if I say that it means my system has failed.

4:20 p.m.

Hon. Miss Stephenson: However, as you know, under the act they can say that. They can say, "There are so few children who would require this service from us that we have grouped together with or have made arrangements with another board to purchase the service from that board to provide this program for that specific child."

Mr. Bradley: From another board, but not—

Hon. Miss Stephenson: That is very much part of the—

Mr. Bradley: I understand that, but not from another private school.

Hon. Miss Stephenson: A private school, no.

Mr. Bradley: That is a concern many parents and some boards of education have. The overall concern of the boards of education is that the money is not going to be enough.

If I had to come down on one side or another—just so you can quote this back to me some time; I will not say how long from now—I would be inclined to say I would like to see that money shown separately for special education purposes; for two reasons. First, to make sure the board is spending it on special education; but

second, and more important, to ensure you are not falling down in your financial responsibilities to the rest of education to do so.

That is my initial reaction to it. I would like to keep an open mind. I am prepared to listen to arguments on the other side of that.

It would be nice to see that money over and above what would regularly go into the education system. Then your government cannot get away with taking money from somewhere else, mixing it all together and saying, "Look at how much is being done for special education;" when, in fact, it is not; or if it is it is neglecting other areas. You have a smile so you must have a good quote.

Hon. Miss Stephenson: When the subject is raised, the concern that is expressed relates to the possible action of boards of education; that they would, in fact, not expend all the money made available for special ed on special ed purposes. That is the basis for the request by certain members of the teaching profession and by some of the associations related to special ed. They wish this directed funding to be visible so it can be tracked.

There are other educational groups that are equally interested in tracking. The book publishers would like the amount of money which is given specifically for the purchase of books to be outside of the general legislative grant with respect to block funding. Francophones would like the educational program for francophones to be separated so it can be tracked. There are a whole lot of concerns which are addressed by any number of interest groups. It is a matter of who is concerned.

We have just checked the original statement. What I said was that the matter would be reviewed and that we had not made a decision about whether it would be integrated or separated. We have not made a decision at this stage of the game; I can tell you that very honestly.

Mr. Sweeney: Minister, given the fact the Ministry of Community and Social Services, through its rehabilitation branches, has been supportive of what you said a few minutes ago, and I understand as of September 1985 will have almost completely absolved itself of the responsibility for children with learning disabilities—

Hon. Miss Stephenson: We do not know that yet.

Mr. Sweeney: —how are the two ministries, jointly or otherwise, going to deal with those children who have a combination of needs; in other words, educational and either emotional behaviour or whatever it is? Although they may be linked, they are not necessarily in either

ministry's jurisdiction. Is there any provision ongoing at present for you to deal with this jointly?

Hon. Miss Stephenson: There are provisions already being used through sections of the Education Act which permit the placement of teachers in specific kinds of circumstances, in specific kinds of arrangements. Some of them do not fit the category specifically that has been designed in the Education Act. We have passed regulations to allow it to happen.

Mr. Sweeney: My concern though is with those kids who, because of the frustrations attendant on their learning disabilities, have developed other problems and have other needs.

Hon. Miss Stephenson: Which comes first?

Mr. Sweeney: I really do not think it matters. My concern is—

Hon. Miss Stephenson: John—

Mr. Sweeney: It is decided they need a certain kind of setting, sometimes residential. That cannot be provided by a school board and in some cases cannot even be provided by you except at some place like a Trillium, which has a limit with respect to size. Who is going to deal with it?

Hon. Miss Stephenson: One of the reasons for phasing in the activity was related to the object that the early identification program and the recurrent assessment of students would, in fact, minimize the emotional misresponse, if you like, or a normal response to a very frustrating circumstance, in a way which would ensure that fewer of those children reached the stage where they needed the kind of setting you are talking about.

If the problem is an emotional problem in the first place, then I am not sure the Ministry of Education or boards of education can deal with it alone. The act says very clearly they would not be required to; neither would it be expected they would. We would anticipate the full co-operation of other agencies and institutions, or emanations of other ministries, in dealing with the problem.

That is the subject of ongoing discussion on a tripartite basis among the three ministries involved—Health, Community and Social Services, and Education. Those discussions are still going on. We have resolved a significant number of problems so far, but we have not finalized all the solutions at this point.

Mr. Wiseman: Because Trillium does such a good job and we seem to have more acutely disturbed children who require the added help that Trillium and a couple of other organizations give, is there any work or anything going on in

the background towards having another one or two Trilliums, perhaps one in eastern Ontario and one in northern Ontario?

It is a good thing and we have heard for years it is a good thing. Additional facilities might mean we would not have to send kids south of the border.

Hon. Miss Stephenson: The kids who come to Trillium are not those who would ordinarily be sent south of the border.

The demonstration schools do a very good job. They also do a superb job of demonstrating to teachers the kinds of skills and the kinds of processes and mechanism available to them to deal with those matters in the classroom.

Probably one of the greatest strengths of Trillium is not the residential program for students but the educational program for teachers, which is a significant part of it. The program at Trillium is not designed to keep the kids out of the school system but to get them back into the school system as rapidly as possible.

Mr. Wiseman: Either way, I feel we need more places like Trillium.

Hon. Miss Stephenson: I do not know that is so at this point.

Mr. Wiseman: As a member, it is as frustrating as heck to have people come and say the school board has gone as far as it can and they have to go through all this rigmarole with the Ministry of Community and Social Services to see whether they qualify.

People who can hardly afford it are sending their children for an assessment south of the border—the name of the place escapes me right now—and the fee of something like \$17,000 and \$18,000 is sometimes partly funded by Community and Social Services. The rest of the fee comes from the families themselves, and they are frustrated.

I have a few in my riding and my riding is small; it must be the same around the province. I know we are helping in special ways and so on, but that is an area that is as frustrating as heck. Mothers and fathers come in saying, "I want the best for my child."

Sometimes they are told by this facility south of the border that the child will not improve and it is hard for the parent to accept it. The fathers sometimes can; in a couple of cases I know, the mothers never accept it. They always think the children can be taught something; but they cannot comprehend and they forget as fast as they do.

I have had others in my riding who have found through Trillium exactly what you say; they do

go back into the system. We need more spaces such as that.

Hon. Miss Stephenson: I do not know factually whether we need more spaces at Trillium or the demonstration schools. The teachers who have been a part of the educational program at Trillium and at Jules Léger have gone back and established programs and classes within their own boards. These are providing help for students at the local level so they can be at home and not have to go anywhere else.

That is what Bill 82 is all about. We are attempting to ensure there is a program within the public school system for all the children who require an educational program. When I say within the public educational system, it may not be delivered within a traditional school setting; it may be in some other kind of setting as a result of the arrangements made with the Ministry of Health or the Ministry of Community and Social Services.

At this point, you are confusing the role of Trillium with the vocational rehabilitation services role, which is somewhat different from the activity for the aphasic that goes on at Trillium, Jules Léger and at Sir James Whitney.

4:30 p.m.

Mr. Wiseman: I know there is added funding to boards for children who require a little extra help, but what I find is that in some cases that is not enough. Correct me if I am wrong, but I think they can get up to about half of what the normal grants are, say in secondary, for the special education that can be supplied by the board. It is more than the ordinary grant, I understand.

Hon. Miss Stephenson: Significantly more.

Mr. Wiseman: That sometimes is not enough. Some of these can only go on a one-on-one or two-on-one situation. Most boards, ours anyway, cannot afford to do that with the funding they have, or so they tell me. A lot of them fall into categories, as I understand it, that require something like Trillium—

Hon. Miss Stephenson: No.

Mr. Wiseman: —something like the one over the border. I have three children from my riding going there now. I did have two but I have three this fall going south of the border.

Hon. Miss Stephenson: To Pine Ridge?

Mr. Wiseman: I think that is the one. It costs around \$18,000 a year I believe.

Hon. Miss Stephenson: Yes, it is a private school.

Mr. Wiseman: There is a gap there, but I find them to be as honest as heck in their assessment of the pupil after the first year. They will tell you if your child is not able to comprehend; it is either "Do not send him back," or, "We can help him."

Hon. Miss Stephenson: The boards are attempting to be as honest as heck too. The difficulty is, of course, that there are times when parents appreciate that honesty and there are other times when they do not. Therein lies the problem and that problem will always be with us. We have to find a way to resolve it. We are working jointly with the Ministry of Community and Social Services and with the Ministry of Health to try to find as equitable solutions to the problems as we possibly can.

Mr. Wiseman: Along the same lines, a problem I am running into is that in the Jean Vanier school in my area, after a certain age students have to stay at home. I believe the age limit is 21, after which the school board says it is no longer responsible for their education.

Hon. Miss Stephenson: That is the trend with the mentally retarded.

Mr. Wiseman: Jean Vanier has to let them go. They have had a life skills program in my area where they are trying to teach them as well. I wonder if any consideration has been given in the ministry to raising the age limit.

After all, these people are keeping their children with them for a number of reasons. They want them at home but they want them to try to get as much education as they can and to try to have contact with other people. Yet they are stalemated at age 21.

I wonder if that is a magic number. Could it be moved up a little? These people, in my opinion, are much younger than their age.

Hon. Miss Stephenson: As a matter of fact, most of them move, at the age of 21 or when they complete that educational program, into an area related to Community and Social Services, particularly into such activities as ARC Industries. They are taken into groups to provide what we hope will be a stimulating function for them.

This is a concern I am looking at currently. I do not know whether it is possible to extend the age limit on a general basis since so many of them seem to function particularly well in the circumstance in which they find themselves after the age of 21 where there is an ARC Industries.

If there is a local association for the mentally retarded that has been active in the pursuit of that development there is usually a fairly good circumstance for them, but if there is not one the

chances are there may not be the kind of circumstance that would be helpful to them. We are looking at that age limit specifically at present; however, it remains 21.

Mr. Wiseman: I do not want to belabour this, but if the boards decide in their wisdom to pay beyond 21, can they make that decision and will you fund them?

Hon. Miss Stephenson: The boards can make the decision unilaterally, but I do not think we have any authority to provide them with any funds if they make that decision unilaterally. To my knowledge, I do not have any authority to do it.

Mr. Wiseman: Our board wrestled with it for a while and then made a decision to cut it off at 21. I wondered if it was just because of the funding or if it was a decision of the board to do that. If it is the funding, I would like to know.

Hon. Miss Stephenson: There are facilities for some of them, but that has to be organized by the board.

Mr. Wiseman: If the board requested it—

Hon. Miss Stephenson: It is not just an ordinary program for the trainable mentally retarded; it is a program which comes under the continuing education program. If they wish to organize that, then there would be a possibility of providing some funding for it. However, I do not have the authority under the act to provide general, across-the-board support of an extension beyond the age of 21 for the trainable mentally retarded program in the schools.

Mr. Sweeney: Earlier you were talking about the right of any citizen in Ontario to achieve—

Hon. Miss Stephenson: A credit course.

Mr. Sweeney: —a secondary school graduation regardless of age, and that comes under the jurisdiction of the local board through its secondary school program; is that correct?

Hon. Miss Stephenson: Yes, and the funding is delivered.

Mr. Sweeney: The funding is delivered through your ministry. Would that not give you a similar opening with respect to the kind of situation Mr. Wiseman just described, if it could be demonstrated that a mentally retarded adult was advancing educationally? We both know that is sometimes difficult to pin down, but—

Hon. Miss Stephenson: We could look at it.

Mr. Sweeney: —the school board would be able to say there is a program out there, we are prepared to fund it, we see some evidence of academic or educational growth.

The basic question I am asking you is: does it need to be restricted to age 21? Could you not tie those two concepts together?

Hon. Miss Stephenson: It has been advanced, as you know, from its original age to 21. It is an interesting thought; I would be willing to look at that.

Mr. Sweeney: If there is a basic premise in the province that a person has the opportunity to go as far as he can—you have set an intellectual or academic limit of secondary school graduation—it would seem to me that would give some opening to provide services for the kind of person to whom Mr. Wiseman is referring.

I do not know how many there would be. There is bound to be a limit to it somewhere, but rather than saying it is strict age—

Hon. Miss Stephenson: Obviously the programs which were delivered would have to be delivered on the basis of program guidelines established by the ministry and that might be just a little difficult. However, it is an interesting thought which I shall explore.

Mr. Wiseman: This is the first time, but I have had two persons this fall over the age of 21.

Hon. Miss Stephenson: Is there not an ARC Industries available?

Mr. Wiseman: Yes, but I think the parents feel, and as John says someone has to make an assessment that little Johnny or Mary is learning, maybe not as fast as the others but learning, and they want them to continue to learn rather than go to ARC Industries.

Mr. Sweeney: You have such a range of intellectual ability to contend with.

Hon. Miss Stephenson: Yes, but to my knowledge there is no impediment, and I stand to be corrected, if there were a suggestion that there could be a qualified teacher put into an ARC Industries' program for a period of time to teach life skills.

I do not believe that is prohibited under the act and that is probably something we should be talking to the Ministry of Community and Social Services about.

Mr. Bradley: Of course, they underfund it as well.

Hon. Miss Stephenson: I am sure you are aware that when we do this the Ministry of Education pays for the teachers.

Mr. Bradley: I understand that.

Hon. Miss Stephenson: Thank you.

Mr. Bradley: What I am saying is ARC Industries are underfunded.

Mr. Wiseman: Do we pay for life skills—

Hon. Miss Stephenson: That is what I am saying; it might be possible to provide that educational program within the ARC Industries setting as a result of their designation as a specific kind of program under the Ministry of Community and Social Services, and to provide a period of life-style education on a regular basis within the ARC Industries setting; which would perhaps be a useful kind of activity, rather than not providing to that young person some evidence he or she has moved beyond the educational institution and into a further development of his or her own life in another kind of setting.

That seems to me a pretty positive and pretty necessary step for many of the trainable mentally retarded. It is still an awful expression, we have to find a better—

Mr. Sweeney: You would still have to deal with a tremendous range, where one is not appropriate for—

Hon. Miss Stephenson: Yes, where one is not appropriate for another; that is exactly right.

4:40 p.m.

Mr. Wiseman: I am glad you are looking into that, because it is frustrating as heck for the parents and frustrating also to the members to sit there and not be able to help very much. I think if we were in the same boat we would want some help too.

Mr. Allen: Mr. Chairman, we seem to be jumping around a good deal here.

Hon. Miss Stephenson: We are still on special education.

Mr. Allen: I know we are still on special education, but we have flipped through a number of issues quite quickly.

I want to clarify a couple of points. First, did I understand you to say that at this time the ministry is actively considering providing school boards with the option of accessing private institutions in order to survive?

Hon. Miss Stephenson: You did not hear me say that.

Mr. Allen: You are not considering that?

Hon. Miss Stephenson: No, you did not hear me say that. You heard me say that the committee on implementation is doing a very critical examination of the progress in all the school boards in the province and all the programs that have been developed. That committee will be coming forward with recommendations. I do not know what those recommendations will be, but I

am not actively considering that at present because I have no such recommendation before me.

Mr. Allen: I asked you whether you were actively considering it on the basis of the recommendations.

Hon. Miss Stephenson: I do not know whether the committee is actively recommending that because I do not think it has completed its assessment.

Mr. Allen: You do not know whether it is actively recommending it. Is it actively considering it?

Hon. Miss Stephenson: I do not know, because I do not believe it has completed the assessment upon which the decision to make or consider such a recommendation would be based.

Mr. Allen: It is making an assessment; there must be consideration going on.

Hon. Miss Stephenson: We have 179 school boards in the province, all of which were at different phases of sophistication when we brought in Bill 82 in 1980.

Mr. Allen: Right.

Hon. Miss Stephenson: They have been working diligently for the past five years to improve their capability in any one of a number of areas, but specifically throughout the whole range of programs in special education. They have submitted the documentation required of them. They have been contacted on a regular basis by Len Hewitt and Peter Wiseman, who are in the process of developing their final documentation, their final representations to the ministry. These are due early in 1985, if I am not mistaken.

It is on the basis of its final examination and assessment of all the information that the committee will be making further recommendations related to, first, whether we need to amend the act; second, whether we need to amend the regulations; third, what we do about the funding; and fourth, whether we need to make any significant modifications in the plan we have developed.

I cannot tell you because I do not know.

Mr. Allen: Thank you. No, I understood that you said you did not know. I was just trying to get the process in my mind and to get clear where all that consideration was at this point. I was somewhat disturbed by your observations on the one hand that the ministry is concerned—obviously it is ministry policy to provide appropriate education for every child in Ontario—and on

the other hand, your comments with respect to special education and the parents who have come to us with children with special education problems, learning difficulties, often of an extreme kind, but not ones that have to do with native ability.

I thought I heard you say that the boards were honestly trying to deliver that and trying to respond honestly to those circumstances, and I accept that.

Hon. Miss Stephenson: They are trying to develop the capability to do it, because they are not required to until September 1985.

Mr. Allen: You went on to say that the problem lay with the parents who were coming to us and not honestly accepting what the boards were doing, assessing, proposing, hoping to do. They simply did not believe the boards were dealing honestly with them.

Hon. Miss Stephenson: No, I am sorry if you got that impression, because that is not what I was saying at all. I was saying there will always be disputes between educators on the one hand who believe they are providing what the child needs, and the parents on the other hand. I do not think this is going to be without difficulty.

I was simply trying to say I do not think it is ever going to be a totally calm lake on which we are paddling our way to the nirvana of complete harmony.

Mr. Allen: You referred to honesty of assessments and the problem of parents not accepting them.

Hon. Miss Stephenson: That was related to an assessment Mr. Wiseman was mentioning. He mentioned the assessments were very honest, and I was asking him whether he thought the assessments provided by boards were not honest as well. I think they are, on the whole. The difficulty frequently lies in the fact that parents do not accept them. Whether they accept them better from a private school where they know a significant amount of money has been paid out than they do from a board of education I cannot tell you; I do not know that.

I was not trying to suggest parents were not trusting boards at this stage of the game or that they would not be able to.

Mr. Allen: It seemed to me to be a generalization.

Mr. Wiseman: I would think they just want a second opinion in most cases.

Mr. Allen: After long conversations with them, the parents who come to me strike me as having done an immense amount of research

about the problems their children are facing. They have often had them in a school system and had no results with a number of options. They have finally gone to some high-priced place, usually south of the border, put their kids in it and had remarkable results.

Now they find themselves in a position where the province is moving more energetically in this whole area of special education. Even so, examining all the options that seem to be coming forward, they still do not see a place or any support coming forward for what they, after hard research, genuinely and honestly see to be the only option they have to educate their kids.

After my discussion with you I still am not clear—and it may become clear in six months' time—whether there is any real commitment on the part of the ministry to provide support for those unusual learning disability situations which are costly to meet. If we do not help those parents, they will either go bankrupt, go out of their minds trying to provide the service or their child will not get the education.

Hon. Miss Stephenson: I thought I had answered that when I said we were working diligently in the tripartite arrangement to try to determine the ways in which we could best meet the needs of children with very severe difficulties, not all of which are educational. Therein lies the problem. A Ministry of Education or a board of education attempting to resolve problems which are not necessarily educational is not the most productive use of the time of the pedagogues involved. We are trying to find ways to address that issue.

At this stage, I do not know what the final resolution of that will be because we have not completed those discussions. We have completed some discussions which relate to the sharing of responsibility in a number of areas. I think those discussions are very significant and very important, but we have not completed them all.

In looking at the information supplied by one of the more vigorous groups in the area you are talking about, it is interesting that it relates to decisions taken before the introduction of Bill 82. Almost all of the activity that has gone on has been related to children who were within the system before Bill 82 was introduced, before there was an obligation on the part of school boards. I believe every single school board has been doing its level best right across this province. I do not believe there has been one totally recalcitrant school board in the whole of the province.

Mr. Allen: I am not trying to be critical of the boards.

Hon. Miss Stephenson: As a matter of fact, they have been attempting to meet the needs of children with educational problems which possibly can be effectively dealt with in the school system.

Mr. Sweeney: That is precisely the problem many of the school boards have. They are struggling, as you say, and often very hard, to meet the needs of this whole new group of students, hopefully starting right from kindergarten or grade 1 with the early identification. At the same time, they also have this group of students that has been in the system prior to Bill 82. These students have some very serious problems, either because of lack of identification or because it was just too late by the time they found out. A lot of boards in the province simply cannot deal with them.

This is what is hitting everybody so hard. Come September 1985, somebody somewhere is going to cut off an avenue that has been open for that particular group of kids. I have a strong suspicion that maybe another five years down the line, when the group of kids which started in 1981-82 in the school system comes all the way through, you are not going to have as many of these.

Hon. Miss Stephenson: Significantly fewer.
4:50 p.m.

Mr. Sweeney: I agree with you. You are going to catch an awful lot more than you caught before, but a lot of students are backed up in the system now. Boards, whether they are prepared to admit it or not, are unprepared. A few have signed that letter simply saying, "Right now we just do not have a program." What everyone is anticipating is the problem when that door closes in September 1985, cutting off the other avenue that was available for some of them at least. That is then going to be cut off and they are going to be jammed up in the school system. Quite frankly, it is a school system that is not prepared and not able to cope, and that is not fair.

That is why I asked this earlier and I think it is what we are coming to. There has to be some other provision for another three or four years or however long, I do not know how long, to deal with this bunch of kids.

Mr. Bradley: Such as having the vocational rehabilitation services funding continued?

Mr. Sweeney: That funding or some variation of it should be continued. Some of these kids

have a lot of problems and their parents have a lot of problems.

Hon. Miss Stephenson: The pedagogical problems can be met by most of the school boards. It is all the rest of the problems that cannot be met within the school system.

Mr. Sweeney: That is the reality we are dealing with.

Hon. Miss Stephenson: Okay, what I am saying—

Mr. Sweeney: You cannot really departmentalize these kids' academic records.

Hon. Miss Stephenson: I am not trying to. What I am saying to you is we are trying to find ways to deal with that more effectively. Are there ways in which the Ministries of Community and Social Services, Health and Education could jointly deal with this more effectively than it is being dealt with right now? Right now we are supporting a significant number of kids—although the number has declined—in private schools in the United States, which are primarily treatment centres rather than anything else.

Mr. Sweeney: But for a while—

Hon. Miss Stephenson: It was the only thing.

Mr. Sweeney: It may be for the next three or four years.

Hon. Miss Stephenson: I do not know—

Mr. Sweeney: It may turn out to be the most economical way to deal with the problem instead of setting up a whole new structure.

Hon. Miss Stephenson: That is what I am saying. That is why we are still talking about the alternatives in this area.

Mr. Chairman: Parents are making comparisons between those school programs and what your program will do, too. Because of the complete program in the private schools, which involves treatment as well as education, they are probably saying you are not measuring up to it. You cannot be expected to.

Hon. Miss Stephenson: Pedagogically I would say we are probably significantly ahead in most areas. In terms of the educational program I do not think there is any doubt about the fact that we are ahead. We are not running treatment centres, and that is the matter which has to be resolved.

Mr. Wiseman: Could I ask a supplementary on that? Why does the Ministry of Education not take over the assessment of these kids rather than having it done by the Ministry of Community and Social Services? I know you have probably been asked this a lot of times. It is hard for a parent to

realize it is an educational problem when they go to the Ministry of Community and Social Services for an assessment and then are sent off to one of these schools.

Hon. Miss Stephenson: It is because some judge in 1975 decided the vocational rehabilitation services component of responsibility of the Ministry of Community and Social Services covered this area. That is why it is there.

Mr. Wiseman: It would make sense from my point of view to have it in the Ministry of Education and easier for—

Hon. Miss Stephenson: That is one of the reasons Bill 82 was introduced, in order to ensure that the assessment of these kids is carried out in the beginning, even before they begin school or at latest when they begin school and on a regular basis throughout school. This is prevention. I do not know whether anybody really understands that or not, but what we are talking about is preventive education. We are talking about attempting to ensure the kids do not get into the kinds of problems that lead them to be placed in such institutions as Pine Ridge.

Mr. Wiseman: Are you financially supporting the people to do this assessment? Are they getting extra grants or is this just coming through your special—

Hon. Miss Stephenson: The assessments that are carried on in the school system are all a part of the special education program.

Mr. Wiseman: Should each board have psychologists?

Hon. Miss Stephenson: No, we are not saying that at all. We are saying those must be done. I have some concern about that; I really do. I have concern about boards employing the consultants they are going to use. I really feel strongly that it would be better, generally, if the consultants to be used were independent of the boards. That is a matter which is still—

Mr. Wiseman: It appears to be better if they were.

Mr. Sweeney: I agree with you on that one.

Hon. Miss Stephenson: Boards have established a pattern of doing this. They would have significantly more funds to deliver in the direction of special education programs if we could use independent psychologists.

Mr. Wiseman: If you have an institution in your area, like I do, where there are qualified people—

Hon. Miss Stephenson: Why should they not be used?

Mr. Wiseman: Would it not make sense to—
Hon. Miss Stephenson: Yes.

Mr. Wiseman: Would it not make sense to have them sent there?

Hon. Miss Stephenson: Yes, eminent sense.

Mr. Stokes: It is done that way in the north.

Hon. Miss Stephenson: Of course it is. It is done that way in Sudbury. Yes, the north does a whole lot of things right.

Mr. Chairman: Mr. Shymko, have you a supplementary?

Mr. Shymko: The minister said there are some problems that are not really educational. Beyond that, I wanted to ask a few things about children who are physically handicapped. Part of Bill 82 is your intention to integrate these children within a normal educational setting. Am I correct?

Hon. Miss Stephenson: Where possible.

Mr. Shymko: Yes.

Hon. Miss Stephenson: It is not the philosophy of the Ministry of Education that every child, no matter what his or her exceptionality, should be mainstreamed. We know that is the goal of a significant number of interest groups, and I understand that. Having worked with some of the children involved in such circumstances, I also understand it is not always possible.

However, we surely would like to have children in as normal an educational setting as possible, and the physically handicapped most certainly. Therefore, we have developed a code of responsibility for exceptional children, which combines the responsibilities of the emanations of the Ministries of Health and Community and Social Services, and those of education and school boards.

Mr. Shymko: There is an impression out there, particularly among parents of the over 6,000 physically handicapped children in our province, that there is a greater priority given to learning disabled and gifted children, rather than those who are physically handicapped.

I refer to a letter from a Mrs. John Grisdale, who has been involved in a leading capacity in establishing a Crescent Nursery School in one of the elementary schools in my riding. I assisted her in getting assistance from the Ministry of Community and Social Services.

Hon. Miss Stephenson: What is "a Crescent Nursery School?"

Mr. Shymko: It is a nursery for handicapped children, in an elementary school setting.

Hon. Miss Stephenson: It is a day care centre.

Mr. Shymko: It is the same as a situation in which you would normally have a pre-kindergarten setting in a school.

Hon. Miss Stephenson: It is a day care centre, sited in a school building.

Mr. Shymko: That is right.

Hon. Miss Stephenson: The site is provided by the school board at nominal cost; and it is staffed, organized and run by the voluntary agency.

Mr. Shymko: They perceive that these children, as they grow older, will continue in that educational setting when they enter kindergarten. They hope—

Hon. Miss Stephenson: Will they all go to that school?

Mr. Shymko: They live in the area and this is one of the very few settings we have in Toronto's west end for this particular nursery school.

Hon. Miss Stephenson: Can you tell me whether the children come from only the catchment area of that school?

Mr. Shymko: No, they come from far beyond that.

Hon. Miss Stephenson: It would involve many schools in the west end.

Mr. Shymko: Etobicoke used to pick up these kids but they had to stop.

Hon. Miss Stephenson: I would then ask: is it the intention of the nursery school that all these children, when they attend elementary school, will attend that one?

Mr. Shymko: No, absolutely not.

Hon. Miss Stephenson: Okay.

Mr. Shymko: However, it could become a magnet school, or one of the natural settings. Children who are used to it, who have been there two or three years prior to beginning grade 1, could possibly continue in the regular program in the same facility. I do not know. These are things that may have to be addressed as they develop.

But my case is not so much the nursery. This lady has been involved with handicapped children. She read a pamphlet that your ministry published in 1982 entitled, Education for Children of Special Needs. She was very complimentary about the pamphlet, but she tells me she was in shock, as she read through it, because she did not notice anything, or any programs, relating to physically handicapped children.

She called your ministry staff and apparently they were surprised to find that, indeed, physi-

cally handicapped children were excluded from this definition of children with special needs.

Hon. Miss Stephenson: Oh, no.

Mr. Shymko: In that particular publication.

Hon. Miss Stephenson: Oh, no.

The Vice-Chairman: Did the minister say, "Oh, no"?

Hon. Miss Stephenson: That is what I said.

5 p.m.

Mr. Shymko: She spoke to a Mr. Frank Sebo, and then to a Mr. Peter Wiseman in your ministry. They indicated we would have to wait until all these publications are pretty well out of circulation before you would amend this.

This is the fall of 1984. Almost two years have passed, and she is really concerned that there has been no amendment nor publication highlighting services for physically handicapped children. I think your ministry staff apparently has agreed that such a need exists, and I would like to hear whether you have any publication.

Hon. Miss Stephenson: The publication is in the process of being revised this year. They were not spelled out specifically, because I think the philosophy of the ministry has always been that physically handicapped children should attend normal schools, wherever that was possible.

We have had a grant program for years—I have forgotten, but it is something like 15 years now—to construct ramps, elevators and various other things within the elementary and secondary schools in Ontario to provide for children in wheelchairs, because we felt they were a part of—

Mr. Shymko: But you do not have any literature or pamphlets, along the same line which deal specifically with the physically handicapped.

Hon. Miss Stephenson: They are considered children with special needs.

Mr. Shymko: I understand, but apparently they are not really included in this. According to her conclusion, as she read the pamphlet, "special needs" does not refer to physically handicapped children. Apparently the conclusion reached by your staff was that these kids were not included in that pamphlet, and that you would be amending it in the future. I would like to know when.

Mr. Stokes: I think you need an orientation course so you will know what goes on in the ministry.

Hon. Miss Stephenson: In every single guideline for teachers at the elementary level the needs of the physically handicapped are men-

tioned. We have always considered the physically handicapped part of the normal school system. I guess we just did not spell it out.

Mr. Shymko: I guess you did not spell it out, and that is probably why she raised these concerns.

Hon. Miss Stephenson: We will make sure it is spelled out in the next one.

Mr. Shymko: It might be a good idea to specify that, so there is an understanding.

Hon. Miss Stephenson: But there has never been any concept they were being ignored or not being dealt with.

Mr. Shymko: I am just communicating a perception people out there have. These are parents actively involved in providing services for handicapped children and they had a misconception—if it is indeed a misconception—that priority is not given to the physically handicapped. I would appreciate a copy of your reply to—

Hon. Miss Stephenson: Well, all the way through high school the kid in the wheelchair was part of—

Mr. Shymko: She also expresses concern, having spoken to school administrators, school officials, that no funding is available for computers and limited amounts are available for other items. Usually the boards sort of run out. At the beginning of our estimates, I was looking at the computers being installed in our schools and wondered whether she is being misinformed. The use of computers is apparently ideal for physically handicapped children and children who have serious disabilities.

Hon. Miss Stephenson: Particularly for cerebral palsy children.

Mr. Shymko: Absolutely. Could you indicate to me how much of that is being used?

Hon. Miss Stephenson: It has always been part of the recognized ordinary expenditure for school boards, but we are providing additional funding when the computers meet the educational requirements which we have established for the Icon/Lexicon.

Mr. Shymko: So you are expanding that particular service?

Hon. Miss Stephenson: Yes; that has been a process—

Mr. Stokes: The Minister of Northern Affairs does that.

Hon. Miss Stephenson: In northern Ontario, yes.

The Vice-Chairman: Mr. Wiseman has a supplementary.

Mr. Shymko: Thank you.

Mr. Wiseman: No, I had some other questions.

The Vice-Chairman: Okay, you are on. I did not know Mr. Shymko was through.

Mr. Wiseman: I wondered if busing in the rural areas has been cut this year?

Hon. Miss Stephenson: No.

Mr. Wiseman: So it would be about the same? Generally, in rural areas, that is what percentage; approximately?

Hon. Miss Stephenson: I do not know.

Mr. Stokes: It depends where it is.

Hon. Miss Stephenson: Yes, it depends on how large the rural area is and how—

Mr. Wiseman: I was thinking of my own riding of Lanark and the riding of Leeds.

Hon. Miss Stephenson: The expenditure is going up, but we do not know how much it is. I can find out.

Mr. Wiseman: The other thing I wondered about is the grants for elementary and secondary schools. What level are they at now?

Hon. Miss Stephenson: A little later on I can give you the figures.

Mr. Bradley: I am sure it is not enough.

Mr. Wiseman: All right; I wanted to know because it comes in handy.

Hon. Miss Stephenson: It is almost \$3,000 for secondary school students and \$2,100—wait a minute.

Mr. Bradley: No, narrowing that down.

Hon. Miss Stephenson: It is \$2,297 for elementary and \$3,140 for secondary.

Mr. Wiseman: Okay. We talked—

The Vice-Chairman: Back up here a bit, Mr. Wiseman. Mr. Allen wants a supplementary. We will come back to you.

Mr. Allen: If you want to stay on busing, stay on it.

Mr. Wiseman: No, no, I—

Mr. Allen: We are going all over the place at the moment and the minister is trying to respond in some way.

Hon. Miss Stephenson: I thought I was going through the responses and we are off track.

Mr. Wiseman: I was going to ask about special education and where we are in the level of funding there.

Mr. Allen: Well, let us come back to that—

Mr. Wiseman: We were putting up so much a year, and some boards like my own were at a higher rate. How many million a year were you putting in?

Hon. Miss Stephenson: The estimated total grant for special education in 1983 was an additional \$282.9 million; and for 1984 it was \$316.6 million.

Mr. Wiseman: That funding was on a yearly basis for so many years. Where are we on that now?

Hon. Miss Stephenson: Do you mean the additional \$75 million, in 1980 dollars?

Mr. Wiseman: Yes; but remember it took three, four or five years to get to the figure.

Hon. Miss Stephenson: Yes. We went to an additional \$8 million in 1980, \$33 million accumulative in 1981, \$52 million accumulative in 1982, \$65 million accumulative in 1983 and \$75 million accumulative in 1984.

Mr. Wiseman: So this will be the last catch-up to the 100 per cent.

Hon. Miss Stephenson: Yes. That was the phase-in that was announced. We now are doing an assessment of the cost of special education and matching the additional granting with that cost to determine where we go from here.

Mr. Wiseman: Okay. I have been on a committee all summer regarding kindergarten and pre-kindergarten, as have some of the other members of this committee,

Hon. Miss Stephenson: We have not got there yet, Douglas. Can I get through these?

The Vice-Chairman: Let us go back. I did not realize we—

Hon. Miss Stephenson: That is a little further along. I am trying to respond to the questions that were raised in the opening statements.

Mr. Wiseman: Okay. I thought you were finished.

The Vice-Chairman: Let us get back on track. I came in late as chairman and did not realize it was so far off. Mr. Allen, were you questioning something on a previous answer?

Mr. Allen: I want to follow up on a question that was raised originally, I think, by the member for Kitchener-Wilmot (Mr. Sweeney), and then came up again about three questions further down the line from Mr. Shymko. It has to do with the delivery under Bill 82 of the sort of multiminsty services you were referring to not very long ago, Minister.

I want to bring to you the observations of speech pathologists who have come to me and are concerned about memorandum 81, which deals with the delivery of health services in the schools and which provides the different inputs of the various ministries in different respects.

What they are concerned about in that memorandum and in the messages they are getting from their boards is that it appears speech pathologists in the system are going to have to function increasingly under the Ministry of Health and frequently in the context of the home-care program. Through that memorandum, their place as deliverers of educational services and educational therapy appears to be somewhat compromised and reduced.

They quite agree there is a sort of psycho-physical problem at the base of some of the speech and communication disabilities they deal with. They say that is a very distinct minority of the cases and they are concerned your ministry appears to be trading on terms such as "pathology," "speech pathology," "therapy" and "speech therapy" as though these were essentially health problems and not essentially educational ones.

They hope the ministry understands that speech pathology and speech therapy are essentially educational concerns and educational services, to be provided in the context of an educational delivery program. As they read what they see from your ministry on this, they are concerned that the terminology—trying to distinguish between "remediation" and "treatment," for example—is not the language of the current research in the field.

They have the impression the ministry is moving backward in its approach to the delivery of the services of speech pathologists and of speech therapy services to the school system, if memorandum 81 does govern the delivery of their services.

5:10 p.m.

Hon. Miss Stephenson: Memorandum 81 does not suggest that every speech pathologist currently hired by the school board has to be fired immediately.

Mr. Allen: No, I do not think they were saying that.

Hon. Miss Stephenson: No one suggested that. That is what I have heard, but that is not what we are saying.

What we are saying, however, is that the role of the speech pathologist is to make the diagnosis of the problem, the educational problem which relates to speech for that child, and to establish

the appropriate kind of treatment mechanism, which will then be delivered by the speech therapist.

The speech therapist is usually a teacher who has had special training in the delivery of that kind of speech program. There is precious little sense in training speech pathologists to make the diagnosis and then wasting their time in delivering the educational program.

All we are trying to do is make sure we have a sufficient number of speech pathologists who can make the diagnoses for those kids, who can prescribe the appropriate treatment and who can then make the recurrent assessments on a regular basis, after the speech therapist has carried out that work and provided his or her own assessments, to see whether the direction being pursued is the right one for that child.

We do not want to misuse the capabilities of the speech pathologist, and in some instances that is what is happening at this time. They are being inappropriately used as speech therapists, and perhaps as a result of the inappropriate use they may not be stimulating a sufficient number of interested teachers into pursuing the speech therapy program, which is a very significant part of special education and which should be pursued with vigour.

Mr. Allen: Will they continue to have that service delivered principally through the Ministry of Education?

Hon. Miss Stephenson: The service or the diagnosis?

Mr. Allen: The speech pathologist and the speech therapist.

Hon. Miss Stephenson: I do not know whether or not they will not in the future. What I am saying is that I do not intend to fire them all.

For example, in the north, the speech pathologist at the Ernest C. Drury School in Milton makes the diagnosis and prescribes the pattern of program for the students, who go back to their own schools where the program is delivered by the speech therapist.

Those kinds of centres are essential to the educational system, wherever we can establish them. If they are in a school system, because a school system currently has its speech pathologists, then obviously that is the way in which it is going to continue. If it is not that way, however, then we should look to the appropriate distribution of speech pathologists through whatever mechanism we can to make sure that capability is available to all the children within that jurisdiction.

Mr. Allen: I do not think there is any problem with that or with your distinction between pathology and—

Hon. Miss Stephenson: Am I saying they will all be hired by boards of education? No, I am not saying that, because I do not know that they will be.

Mr. Allen: I guess what I am trying to get at, and what they are trying to get at, is whether you recognize speech therapy and speech pathology as primarily an educational concern.

Hon. Miss Stephenson: In all instances, speech pathology and speech therapy are educational activities; it matters not whether they are delivered through hospitals or through anything else.

Mr. Allen: Therefore, its proper milieu is the Ministry of Education and the school boards.

Hon. Miss Stephenson: It is an educational program, and for children within the school system it is primarily delivered to enhance that child's educational experience within the school system. Of course we recognize it is an educational program.

Mr. Allen: And it is lodged with you?

Hon. Miss Stephenson: Will the speech pathologist be lodged with me? I do not know that; I really do not.

However, what we are trying to ensure is that the children who have any kind of difficulty with speech will have the opportunity to be assessed appropriately by a speech pathologist whose qualifications we trust, and that the speech pathologist's prescription for therapy is delivered by appropriately trained teachers who have taken the specialty course in speech therapy. That is what we are trying to do.

Mr. Allen: Okay; I see that I have taken it about as far as I can. I am not sure about all the answers.

Mr. Sweeney: One small question on this, Minister. When that particular memorandum was drafted, which I believe broke down service requirements between the three ministries, what was your intention with respect to the area you have just described? What was the problem you were trying to address?

Hon. Miss Stephenson: The boards were suggesting, for example, that they were going to be required to hire physiotherapists to deal with some of the children who were going to come into the school system. I was simply trying to say: "That is not one of the goals of boards of education. We do not provide physiotherapy." It

is not one of the responsibilities of either the ministry or a board of education. Physiotherapy, as one small example, is a health program. If children require that, it has to be delivered on the basis of the health program as it is now.

All we are trying to say, as I suggested to several people in our review of Bill 82, is that boards and the Ministry of Education are responsible for the educational program. We have been successful so far in our attempts to bring together the other two ministries that are intimately involved in the support of these children for educational purposes, to ensure that the services they require are delivered appropriately without making them the responsibility of the board of education, which was a grave concern of some boards.

Mr. Sweeney: Did you have reason to be concerned that some boards have already overstepped their proper bounds and hired people who are more health oriented?

Hon. Miss Stephenson: Yes. They had not already done it, but I was hearing about boards that were seriously considering hiring six physiotherapists. I thought their concern would have been directed much more appropriately towards hiring more teachers to provide the educational program.

Mr. Sweeney: Did you have reason to have the same concern about speech pathologists?

Hon. Miss Stephenson: No. Except for the fact that I have been hearing there are never enough, and boards of education cannot find them. What I was trying to do was to find ways to ensure that speech pathology would be available to children who needed it, not necessarily under the aegis of the board of education. If we are never going to have huge numbers and are not going to misuse their expertise, then it seems to me we should find a way to ensure they are available for any one of the number of boards of education to provide the service of which they are capable, and that therapy is provided by appropriate people.

Mr. Sweeney: If I understand you correctly, you do not have any intention of mandating that boards may not hire such people.

Hon. Miss Stephenson: No, I have no intention of mandating such. In fact, it may be inappropriate to do so. I would like boards to think very seriously about what they are doing when they consider that kind of activity. It may simply be the first step down a slippery slope.

Mr. Stokes: Minister, it perhaps makes more sense to take the approach, and I think it is what

you are saying, that there are circumstances that create special needs for speech therapists, particularly with respect to the smaller boards in the more remote areas where the government generally realizes and recognizes there is a need for speech pathologists and therapists.

In the north there are bursary programs jointly funded by the Ministry of Northern Affairs and the Ministry of Community and Social Services, and another by Northern Affairs and the Ministry of Health, to attract those disciplines to underserved or underserved areas. Some of these efforts are funded by the Ministry of Health, and in the odd case by the Ministry of Community and Social Services.

5:20 p.m.

In every case in which they have identified a need with children who are stutterers or autistic children within the school system, they say, "Let us divide up the time this skilled person has with filling the needs in the education system," although the services are provided by another ministry. By the same token, if there is a stroke victim trying to get his or her speech back, they will actually set up a work day that will look after all the needs, whether it concerns Education or Health, using the skills of those people to the best advantage.

After you have identified and defined the special need, would that not be better than to have boards of education say: "We need a specialist under the umbrella of Bill 82." Why do we not look at it on a community basis rather than on a school basis?

Hon. Miss Stephenson: That is precisely what we are talking about, as a matter of fact, because in some communities requirements for the speech pathologist in the school system would not be full-time. There are many within the community who could use those services appropriately. We have to find a mechanism through which the services might be delivered. That is why the mechanism mentioned in that memorandum has been established. That is why it is community-based rather than institution-based. That is very much a part of our thinking.

However, we are not saying, "Never more will a board hire a speech pathologist." We are simply saying boards should think very seriously about what it is they are doing when they are making that consideration. They should go to the community and community groups to determine whether there is not a better way to provide that service so it would then be jointly funded.

Mr. Stokes: To identify what services are currently available.

Hon. Miss Stephenson: That is right. This is one of the interesting results of Bill 82. Every school board in this province has identified the needs of their school population in a way never done before; so we have some indication about what is needed. Given that kind of foundation, communities will then have the opportunity to say, "If the school board requires three quarters of the time of this person, obviously we can use the other part of the time for something else which this special expertise can provide."

Mr. Allen: Minister, could I ask you to have your officials give us a reading of the meaning of item 6(a) in the memorandum to directors of education, central Ontario region, file RO114, on the subject of the provision of health support services in school setting? I think it is in that section.

Hon. Miss Stephenson: Item 6(a)?

Mr. Allen: Yes, on page 3.

Hon. Miss Stephenson: I do not have one that has an item 6(a).

Mr. Allen: This is a further communication.

Hon. Miss Stephenson: That is from the central regional office, is it?

Mr. Allen: It is a further communication from the ministry.

Hon. Miss Stephenson: What is the heading?

Mr. Allen: It is addressed to directors of education, central Ontario region. The subject is "Provision of Health Support Services in School Settings."

There you will see how the wording suggests very clearly that while certain basic level services in such areas as speech needs and speech therapy will be provided by the school, the intensive clinical treatment of these problems will be delivered under the Ministry of Health and that, in the case of the speech pathologists and speech therapists, the intensive treatment, not just the basic—

Hon. Miss Stephenson: Intensive treatment such as vocal cord pathology is what they are talking about.

Mr. Allen: That is the specific reference here, but the phrasing of the whole section seems to suggest that major intensive treatment required in speech cases is to be delivered in the Ministry of Health and not in the Ministry of Education.

Hon. Miss Stephenson: No, no, no.

Mr. Allen: That is the way the wording goes, Minister. If we could have a clarification of that section that might go a long way to helping us.

Hon. Miss Stephenson: We consider speech therapy necessary to assist the stutterer who has difficulty enunciating appropriately but where the physical, visible pathology is relatively minimal, to be something to be carried out intensively within the school system. That is what was intended by that, but if it requires clarification, we can do that.

Mr. Allen: That might help the problem greatly.

Hon. Miss Stephenson: If you look at this diagram, I think it is fairly clear. Speech pathology treatment, speech therapists and pathologists, are the province of the Ministry of Health; and speech correction and remediation are very much the province of the school.

Mr. Allen: They say those distinctions simply do not hold up in contemporary research. That is what they are saying and your sense of division is wrong.

Hon. Miss Stephenson: Well—

Mr. Allen: I would like a clarification of that section and some review of that point. I do not want to belabour the point and take a lot more time of the committee. I just want to get a better reading on that question.

Hon. Miss Stephenson: You should be aware there is an interministerial advisory committee on speech which is jointly looking at all the problems relating specifically to speech therapy, especially for school children. However, it is an area of specific concern to us.

Mr. Stokes: Under study now?

Hon. Miss Stephenson: Yes. I am sorry, I do not have the document. I do not know where it went; the little pamphlet on special needs. Can we get back to my responses?

Mr. Chairman: Yes, please do.

Hon. Miss Stephenson: Mr. Bradley was concerned about the special education appeal boards and tribunals. I would like to remind him the act requires that we establish provincial special education tribunals, one in English and one in French, to hear disputes when we have exhausted the local and regional appeal mechanisms that are in place.

All of the members are people who are not members of the staff of the Ministry of Education. One third of the special education tribunal membership, appointed by order in council, are educators, but not one is currently employed by a school board or by the Ministry of Education.

As a matter of fact, almost half of the members who have been assigned thus far have been

retired educators, not people who are currently employed by the ministry or by school boards. We did not think that would be fair. The list of names provided to the Lieutenant Governor in Council does not include any currently employed, and will not.

Mr. Bradley: Just think of the number of additional people you would have available if you had had the magic figure at 85 instead of 90.

Hon. Miss Stephenson: You asked whether we were going to do anything more about superannuation. No, not this year.

Mr. Bradley: Nothing at all?

Hon. Miss Stephenson: No.

Mr. Bradley: There are many people out there waiting to have you move in that direction.

Hon. Miss Stephenson: I will remind you, if I may, that we have not quite got to that yet, and I should not have digressed to introduce it.

Mr. Bradley: I will wait.

Hon. Miss Stephenson: You asked whether we are going to have enough trained special ed teachers to meet the requirements of Bill 82. I would like you to know that at the present time we have 24,438 qualified special education teachers, of whom 14,962 are not currently employed in teaching special education.

Mr. Sweeney: A lot of them have only one certificate, which really does not qualify them for Bill 82 at all. They are really not qualified. They have a certificate, but that is it. They are the first ones who will tell you that. You have to be careful with those figures. We have had this debate before.

Hon. Miss Stephenson: I am aware of the interest of the teachers in participating in the special ed programs, and it continues to grow. I am convinced we will have a significant number of those who are capable of providing the educational program. I hope we will have more. I would be specifically interested, for example, in speech therapy, which is an area of real concern to me. I am not convinced at this point we have enough. I am sure that will be expanding as well.

Mr. Bradley wondered where we were as regards the college of teachers. It is a matter of real interest to me; the concern, as he was suggesting, was that the Premier (Mr. Davis) had said it was a dead issue. In actual fact, what he said was that we would not proceed with its establishment without the agreement of the teachers' federation.

To this point, I do not have any indication on paper that there will be any activity in that area at

present. It is a matter that is continuing to be discussed, I am aware, in a number of forums within the teaching profession as well.

5:30 p.m.

Mr. Bradley: That statement by the Premier, in effect, means that you will never be able to implement a college of teachers without mandatory membership in an Ontario Teachers' Federation affiliate. Otherwise, the teachers would not agree to it. In effect, the Premier has pulled the rug out from under you and said this is what it should be.

Hon. Miss Stephenson: That is not what he said at all.

Mr. Bradley: He did.

Hon. Miss Stephenson: He said, "without the agreement of the teachers' federation"; he actually said, "without the agreement of the teachers."

Mr. Bradley: Do you think the teachers are going to agree to that if you take away their—

Hon. Miss Stephenson: I do not know. In fact, we have had a number of conversations around various aspects of this.

Mr. Allen: You say that so forcefully, as if you are walking out or taking an unprecedented step.

Hon. Miss Stephenson: How did you find out? I did not tell anyone about it.

Mr. Allen: We knew what their position was.

Mr. Bradley: I am satisfied the Premier has overruled you on this and that is fine; he is the ultimate boss. I think you are the second in command there; the Premier is first.

Hon. Miss Stephenson: Until January 26.

Mr. Bradley: Is there not still time to file your papers?

Hon. Miss Stephenson: No, I think that date passed last week.

Mr. Bradley was suggesting we should have delayed the implementation of the Ontario Schools, Intermediate and Senior Divisions document because the curriculum guidelines were not en route. I have a whole list. The last one to be done, as a matter of fact in the fall of 1986, will be modern languages. It is to cover the entire range of language offerings that might be provided within the school system. It matters not whether that language is one of the traditionals, such as Italian, Russian or whatever. It may be Japanese, Mandarin or Ukrainian, depending upon the availability of a qualified teacher. The total package on the guidelines for modern

languages will provide the possibility for any of those languages.

These are the last two. In the fall of 1986 and the spring of 1987, the physical and health education one will be ready, but before that we will have all of the others done.

In 1983 we did computer studies and guidance; in the fall of 1984, English Ontario academic courses, technological studies part A, personal life management; 1984-85, winter and spring, classical studies, Latin and Greek OACs, music, seven to 12 and OAC, technological studies part B, eight components, family studies, seven to 12 plus the OAC, visual arts, seven to 12 plus the OAC, dramatic arts OAC, Anglais/English, seven to 12 plus OAC, and Schools General, which is the circular that will be going out in the spring.

In the fall and winter of 1985, we will complete business studies from nine to 12, plus the OAC, French core, extended and immersion, the OAC, technological studies part B, two components, and part C which is the OAC of technological studies, mathematics, seven to 12 plus the OACs, history and contemporary studies, seven to 12 plus OAC, and continuing education.

In the winter and spring of 1986 we will do geography; and in the summer of 1986, science and Français.

Mr. Bradley: In other words, you did not have them ready in September 1984 when you were implementing OSIS?

Hon. Miss Stephenson: Not all of them, no.

Mr. Bradley: Not a lot of them; you were well behind.

Hon. Miss Stephenson: Since some of them are not significantly changed and will not need to be for the students who are currently in grade 9, there was no major difficulty with that.

Mr. Bradley: As the Ontario Secondary School Teachers' Federation said, you implemented the shell of OSIS and you will fill in as the years go by.

Hon. Miss Stephenson: No, it is more than just the shell; the philosophy, the foundation and the structure are very much a part of what was implemented.

Mr. Bradley: It was ill-conceived in some areas and well-conceived in other areas.

Mr. Shymko: Do I understand that courses such as Polish literature and Ukrainian were being offered at Parkdale Collegiate Institute and Humber College respectively for the past five, six or seven years on an experi-

mental basis, and now they would be sort of bona fide accredited courses?

Hon. Miss Stephenson: They are not mandatory credits but they could be credits for—

Mr. Shymko: But they are not experimental; they were considered pilot projects.

Hon. Miss Stephenson: They will not be when they fall within the guidelines for the modern languages program. They will be credits.

Mr. Shymko: Okay, they will be credit programs.

Hon. Miss Stephenson: And they will be from nine to 12, plus OACs.

Mr. Shymko: They were credit programs but the principals, the administration and the board have perceived them as experimental pilots.

Hon. Miss Stephenson: Some of them were not. Some of them were very much accepted and continue to be; however, this will be for all modern languages where the guidelines are pursued, and the guidelines will be applicable for all of the modern languages.

Mr. Shymko: And that includes the two languages I mentioned?

Hon. Miss Stephenson: Ukrainian and Polish specifically.

Mr. Bradley also raised the issue of evaluation guidelines for Circular 14 books. I think this relates to a small furore raised last week over a book that was written for children and perceived by the Circular 14 group to be inappropriate in its identification of stereotyped characteristics in the case of one female cat, a character in the book.

There are race, religion and cultural guidelines about which all of you know a good deal, I am sure. There are also sex stereotyping guidelines, which are a required pursuit for those who write textual materials for Ontario schools.

It is my understanding the chairman of the committee for Circular 14, which is entirely external except for the chairman, who is a staff member of the ministry, has suggested to the publisher the committee would be interested in receiving his concerns and meeting with him.

It is also my understanding that at this point there has been no response and no suggestion from the publisher that he would be interested in coming to talk about the concerns expressed by the committee.

I was asked by a reporter today whether I thought it was appropriate to have guidelines for race, religion, culture and sex stereotyping for Ontario school materials. I suggested very strongly that if we did not, we would be criticized immediately, not only by the press but also by the

opposition parties and, therefore, it is and has been appropriate. Sex stereotyping is not something we want to foster, and we certainly do not want to foster racial or cultural stereotyping within the school system. We have made a concerted effort for more than a decade to try to do something about this.

I guess it is unfortunate if, from time to time, some funny little incident occurs that appears inappropriate to some people who are on the outside.

Mr. Bradley: Claire Hoy was not amused.

Hon. Miss Stephenson: However, if we allow sexual stereotyping to enter any of the publications approved for Circular 14, then it could slip into a whole range of them; and I do not think that is the right thing to do.

Mr. Stokes: How did the bicentennial booklet on culture get by?

Hon. Miss Stephenson: Because of the fact it mentions women only two or three times?

Mr. Stokes: No, no; it had some disparaging references to our first citizens.

Mr. Allen: That sounds like Pierre Berton speaking.

Mr. Bradley: Not members of the executive council. He is referring to native Canadians, I believe.

Hon. Miss Stephenson: That was not one of the criticisms I heard. I heard that women were mentioned only three times and I had a very angry letter about that, particularly about the remark made by Mr. Choquette, "If this really had happened to Laura Secord..." This letter was really irate about that as well.

In fact, the bicentennial commission authorized the writing of the document by Professor Choquette and he is responsible for the content. I would be delighted to talk with him about that if it has been raised.

Mr. Stokes: I will show you the reference.

Hon. Miss Stephenson: Okay, fine; because that is not one of the things I had raised.

Mr. Bradley: Were you aware of the enthusiasm with which the bicentennial booklet was greeted by schools across the province?

Hon. Miss Stephenson: Some of them were so enthused they decided not to distribute them to the kids but to save them and use them as textbooks. We got that straightened out in a hurry.

Mr. Bradley: That is what happens when you underfund the textbook end of things.

Hon. Miss Stephenson: We do not underfund anything, as a matter of fact. We do not provide specific funding—

Mr. Bradley: I know you do not, but when you do not provide—

Hon. Miss Stephenson: You are going to make a recommendation that we provide directed funding for the purchase of books.

Mr. Bradley: I did not say that.

Hon. Miss Stephenson: That is what you are saying.

Mr. Bradley: Hold on, you did not let me finish. You are jumping to conclusions; something I never do. My understanding is that the bicentennial book was greeted with less enthusiasm than would have met other money coming forward.

Hon. Miss Stephenson: We had some marvelous remarks about it.

Mr. Bradley: Many people on boards of education were laughing.

5:40 p.m.

Hon. Miss Stephenson: We had some absolutely marvelous letters from parents. One of the best is one I think we should publish, from a parent who was an immigrant—I cannot remember from what part of the world—who had been here for 11 years and who was ecstatic there was an abbreviated history of Ontario. She thought it was marvelous to have in order that she could become knowledgeable about what had happened in this province and what is taught to her children in school.

Mr. Bradley: Are you putting out the second edition in 1991 when we have our real bicentennial?

Hon. Miss Stephenson: As a matter of fact, we are looking at other histories that need to be written in Ontario between now and 1992.

Mr. Bradley: On reviewing these books, when one thinks of the books that used to be, there is no question we should be weeding out some texts. When I think of history, which I used to teach, the references made to native Canadians in those books were less than complimentary and certainly inappropriate. No one would challenge the fact we should be weeding out the kinds of texts that put stereotypes before students.

I remember doing a tape with students. Pierre Berton had done a show on what was in Ontario textbooks and he had interviewed different people. It was really well done. A lot of people just took for granted this was the book which was used.

I am pleased to see there is some screening. Whether I would agree with the individual decisions of that committee is another matter and I am pleased there is an appeal mechanism. Certainly, weeding out those references in books gone by is most appropriate.

Hon. Miss Stephenson: In spite of the letter in the *Globe and Mail*, may I suggest we have not weeded out Beatrix Potter?

Mr. Stokes: What about references to "native people"?

Hon. Miss Stephenson: That was a very misleading letter, because it suggested the Ministry of Education was directing boards to destroy books, which we never do. Beatrix Potter is very much a part of the library for all early elementary children in all schools. The books were not being shredded. The library books were being culled for old, damaged and not particularly good texts.

In almost all circumstances, those are distributed to some of the developing countries to be read by children in schools and by children who are not in school. That is very much part of the activity in which the ministry has been involved ever since Kel Crossley learned to type a note on his typewriter.

Mr. Bradley: My grade 8 principal.

Mr. Allen: In our effort to cull books and to weed out what to our own generation sometimes looks like stereotyping, I hope we do not destroy the fact that we all have a history about which we have to be very humble. Rather than eliminate factual material and events that characterize one group in order to soft-pedal it with them, we should put in balance what, historically, we were all like at that time.

For example, I think the case in point my colleague mentioned in regard to Mr. Choquette's book is not especially offensive. When you read the rest of the chapter and the material surrounding that, it is quite clear what the coming of western European civilization did to Indian people.

I have to say I read the book as recently as last week and I think it included a remarkable range of information and material within the space of an awfully short compass.

Hon. Miss Stephenson: I think he did a pretty good job.

Mr. Allen: In some respects, it sort of glossed through the fact that Ontario went through the 1930s and what happened in the 1930s, but everything cannot get in. I think it is a very handy piece of work.

Hon. Miss Stephenson: I think there is appropriate concern expressed about the use of excessively pejorative adjectives.

Mr. Allen: Oh, yes, that is obvious.

Hon. Miss Stephenson: I am not sure we should permit that sort of thing to occur. There were some circumstances in the little book by Kati Rekai, and I heard the remarks made by various members of the committee. On the whole, they were all concerned about some of the things. They were not all concerned about the same things, but there was one incident they were all concerned about. There were some little sections that might have slipped through. One member of the committee thought they were sufficiently distressing to suggest they should be removed.

It is a matter that can, in fact, be corrected, if a little rewriting is done. The publisher is the person with whom the committee makes contact rather than the writer of the book, because the publisher is responsible for it and can provide guidance to the writer.

Mr. Stokes: Yes. In my own defence, I would like to take umbrage with what my colleague said. If you go back historically, you know that the French word for Indian is *sauvage*. That might have been the way they were characterized at the time, but it is certainly no longer acceptable in contemporary literature.

Hon. Miss Stephenson: That was the word used by the French and English in many parts of the world where the native people—

Mr. Stokes: They were different, so—

Hon. Miss Stephenson: It is, however, a matter of concern. It is one that you have to be sensitive to, yet you have to tread relatively lightly because, as you said, you should not rewrite history. That would be entirely the wrong thing to do.

We do have to be aware that we can direct children inappropriately by the concentration of stereotyping, whether it is on the basis of race, culture, religion or gender. I think that is something the Ministry of Education does have to be sensitive to, and we try to do that. We also try not to centralize the activity by making sure the people who are carrying it out are people who are practising in the field rather than functioning in the Ministry of Education.

Mr. Shymko: Will you be commenting on heritage languages at any time?

Hon. Miss Stephenson: It will not be right now, because this relates to Mr. Bradley's and Mr. Allen's comments and questions.

The next question Mr. Bradley raised referred to what he keeps calling the minister's hidden agenda. I do not have it. I am sufficiently guileless not to have a hidden agenda for anything, as a matter of fact. The province-wide examination or testing mechanism is something which is of real concern to me. Province-wide evaluation has been a matter of such concern that we established the provincial advisory committee on evaluation, I think three years ago now.

The terms of reference of that committee are rather important. The first is to provide a vehicle for communication between the members and the minister regarding all ministry evaluation programs, policies and practices, and the concerns of all the constituencies represented. As you know, it is a very broadly representative committee.

It is also to act as an advisory and consultative body to the minister about provincial policies and needs related to evaluation such as:

1. The methods of dissemination, appropriate uses and interpretation of and priorities for the development of the Ontario assessment instrument pool.

2. Specific evaluation tasks and programs, such as co-operative reviews, provincial reviews, regional reviews and school board reviews.

3. Services to assist local jurisdictions in system and program evaluation.

4. Resources and professional development.

5. Performance appraisal of professional staff.

I have to tell you that last one is a totally comprehensive item, because it not only applies to professional staff working within boards of education but also to professional staff working within the Ministry of Education.

Mr. Bradley: I recall you saying earlier this afternoon, when referring to the Renewal of Secondary Education and the secondary education review project, that you would not think of making an announcement or pronouncement on policy before the committee reported; yet this committee has not reported, has it?

Hon. Miss Stephenson: It has had some reports.

Mr. Bradley: ROSE has had some reports. However, you said you would not think of making an announcement on some policy issue before—

Hon. Miss Stephenson: That was related to grade 13.

Mr. Bradley: Now you change your tune for this—

Hon. Miss Stephenson: Oh, I am not changing my tune.

Mr. Bradley: In the last throne speech you said we were going to have province-wide testing, so surely you have usurped the authority of the committee; and I guess you have the ultimate authority.

Hon. Miss Stephenson: But you knew, and everyone knew, including this committee on evaluation, that we were going to have province-wide testing under the Ontario assessment instrument pool. That has always been the intent since OAIP was introduced.

The way in which it was to be integrated and the way in which it was to be used effectively, are very much matters that have been referred to this committee. It says so right in the terms of reference of the committee.

5:50 p.m.

Mr. Bradley: I still do not think you have talked your way out of this one. I understand what you have said, but you have contradicted what you have done before. I think you should have awaited this report and then said, "This is precisely what we have in mind," instead of floating it out in the speech from the throne, because you know that most of the—

Hon. Miss Stephenson: I would like you to know that for four years now I have been talking about the Ontario assessment instrument pool to all kinds of people, about province-wide testing and the mechanism that was available. Nobody knows, apparently, that we are even involved in this, and that we are going to do something in this direction.

Sometimes the only way to get the attention of people, to show them that we are really doing something in this direction, is to insert something in the speech from the throne.

Mr. Bradley: Then give three different answers as to what you really meant.

Hon. Miss Stephenson: No, I did not give three different answers.

Mr. Bradley: No, I know. The Premier gave one, one of your ministry officials gave one, and you gave two.

Hon. Miss Stephenson: No; I do not think Duncan Green's answer was that much different from mine, as a matter of fact.

Mr. Bradley: They were not all exactly the same. I found Mr. Green's hour-long program to be immensely interesting, and I do not say that in anything other than a complimentary way.

Hon. Miss Stephenson: This was Jim Doris's hour-long program. He was the one standing up at the front delivering the—

Mr. Bradley: I am talking about Radio Noon. I listened to that. I recorded it for posterity, and it was a most interesting exchange. It was far more clarifying, certainly, than the statements you or the Premier had made. Both of you seemed to just be saying something that would be popular with the great masses. Mr. Green seemed to say something which was a little more detailed and perhaps made a little more sense.

We do not want to go back, as we understand, to—

Hon. Miss Stephenson: How many times have we said, and how many times have I said, that we are not going back? We have no intention of going back to the traditional departmental examinations. I have said that every year, I think, since I have been doing the Ministry of Education estimates.

Mr. Bradley: I know that you wanted to convey the impression to the people of this province—

Hon. Miss Stephenson: That we are doing testing.

Mr. Bradley: That you are going back to something like that, not the old grade 13 exam where you mailed it in, but something that would satisfy the general population out there, which feels that somehow there is not sufficient province-wide testing going on. That is, of course, very attractive politically, as it was in British Columbia and Alberta.

Hon. Miss Stephenson: I returned relatively recently from an interesting meeting of ministers of the Organization for Economic Co-operation and Development. One of the major topics introduced by Sir Keith Joseph at that meeting was the program of assessing and evaluating within the educational system.

I am afraid the discussion deteriorated into the mechanisms for assessing and evaluating teachers. There was a very concerted effort on the part of several jurisdictions to move in that direction, but it was most certainly evident that in all 43 countries represented there is real concern about the ways in which assessment and evaluation are carried out in a number of areas.

Mr. Sweeney: They used to call them inspectors.

Hon. Miss Stephenson: No, that really was not what he was talking about. As a matter of fact, 23 states in the United States, with the co-operation of their teachers' union locals, have

apparently established teacher evaluation mechanisms upon which their pay scales will now depend. They are anticipating they are going to be doing more of that.

We had nothing of that sort in mind. I felt, as I said, like a guileless infant after listening to what they were doing in various other jurisdictions, when I heard what they were considering with respect to assessment and evaluation. All that we are trying to do—

Mr. Bradley: Mississippi, Alabama, Georgia—where else?

Hon. Miss Stephenson: Oh, no.

Mr. Chairman: Massachusetts, New York.

Hon. Miss Stephenson: Chicago—at least, Illinois; a whole range of them, apparently.

Mr. Shymko: Was Mr. Stephen Bosy present at this?

Hon. Miss Stephenson: Mr. Bosy?

Mr. Shymko: Yes, it is the famous case of a gentleman who went through assessment. A specialist from the Ontario Institute for Studies in Education pointed out—this is before the board of reference—the application of what is referred to as the Staff 21 assessment system used on teachers in Ontario. There are some serious concerns that this evaluation of teachers should be reviewed by you.

Since you are talking about teacher evaluation, I thought I would just—

Hon. Miss Stephenson: What is Staff 21?

Mr. Shymko: Staff 21 is the specific system of evaluating teachers; and his recommendation—

Hon. Miss Stephenson: Whose specific system?

Mr. Shymko: The system that is used in Ontario.

Hon. Miss Stephenson: By whom?

Mr. Shymko: By boards, by administrators.

Hon. Miss Stephenson: Do you know what it is? I have never heard of it.

Mr. Shymko: I am reading from an Ombudsman's report in a reference from a Dr. Hickcox who is from the Ontario Institute for Studies in Education. He comes to the conclusion that "Staff 21 does not reflect sufficient detail to be an appropriate set of procedures for examining or judging or evaluating a permanent contract teacher." He is an expert. I thought you knew what Staff 21 means.

Hon. Miss Stephenson: As a former director of education, do you know what Staff 21 is? Do you?

Mr. Green: No. I could be leaping to a conclusion, but it could be an acronym for a local board's assessment technique. I have not heard the phrase.

Hon. Miss Stephenson: I would think so, because there is no provincial mechanism.

Mr. Bradley: Is it like 21 McGill?

Mr. Chairman: It could be a television program.

Hon. Miss Stephenson: As I said, there is no provincial mechanism; and one of the things referred to the advisory committee on evaluation and assessment is that we look at the ways in which performance appraisal of all professional staff is carried out or should be carried out, and whether we should have some responsibility.

Mr. Shymko: Apparently there is concern that there should be a review of the system being used, especially with contract teachers. This particular case is apparently well known and is used as part of a course at OISE as a classic example of how a teacher was fired from a permanent contract, fired from a board, where quality of teaching had nothing to do with it. It was on the basis of nonco-operation with administrators, a very unique case I thought would be worth looking at.

Hon. Miss Stephenson: It must be, because it is not one of ours, I can tell you.

Mr. Bradley asked a question about—

Mr. Allen: Mr. Chairman, on forms of examination, testing and evaluation, I do not think we got very far. I would like the minister to tell us if the Ontario assessment instrument pool is going to be put in place as an evaluation device this year on a regular basis? Is that what she meant in the spring? If so, is it being put in place—

Hon. Miss Stephenson: I do not know what the advisory committee will tell me as to integration of the mechanism which they consider to be most appropriate for testing and assessment.

Mr. Allen: So you do not have anything specific in mind that you are putting in place?

Hon. Miss Stephenson: No.

Mr. Allen: Then what on earth did you mean in the spring?

Hon. Miss Stephenson: There are some preliminary suggestions that the Ontario assessment instrument pool would be appropriate for a school-leaving testing mechanism if supplemented. I do not know what those supplements would consist of. There has been a suggestion they are looking at the writing of an English exam

or a language examination to demonstrate the capacity of the student to use language. There may be some testing mechanism in math.

I do not know what the final recommendation of the advisory committee is going to be.

Mr. Bradley: It sounds like entrance exams.

Hon. Miss Stephenson: I do not know.

Mr. Allen: As I understand the Ontario assessment instrument pool, it is a sampling procedure basically. It is a sampling process.

Hon. Miss Stephenson: Yes.

Mr. Allen: It attempts to ensure, by sampling the system, that standards are maintained across the system so when a child graduates from grade 12 you can be sure he has been through a school that has somehow maintained a fair proximity with the system-wide average in terms of standards in that subject, in that class or in that school.

Hon. Miss Stephenson: So the guidelines have been pursued.

Mr. Allen: Yes; but neither is it used to evaluate individual children for promotion purposes, etc., nor is it intended to evaluate individual teachers.

If you recall, the Ontario Teachers' Federation was very specific on this point in resolutions passed back in the early 1980s. They had a series of criteria they wished to see accepted by the ministry. I believe, from the document I have before me of the April 1980 estimates, Dr. Fisher in effect read those conditions into the record as something the ministry accepted and said specifically, "We feel the pool should not be used for the purposes of teacher evaluation or for the comparison of individual students, schools or boards."

Do you still hold to that commitment with respect to the Ontario assessment instrument pool, as it is designed and as I understand it is intended to work?

Hon. Miss Stephenson: The concern that has been expressed—

Mr. Allen: Yes or no? Do you or do you not? It is very straightforward.

Hon. Miss Stephenson: As to the commitment that it is not going to be used for purposes of assessing teachers, that was not the reason for its design.

Mr. Allen: Okay, that is what I am saying. You agree with the proposition that Dr. Fisher read into the record as far back as 1980 with regard to this particular method of evaluation. He said: "The pool should not be used for purposes

of teacher evaluation or for the comparison of individual students, schools or boards?"

Hon. Miss Stephenson: That was the original statement made regarding Ontario assessment instrument pool when it was first developed in 1970 when the process of development began. The concern being expressed is whether those guidelines or that kind of direction is still entirely appropriate.

Mr. Allen: Right.

Hon. Miss Stephenson: That is why the whole business was referred to the provincial advisory committee on evaluation and assessment. They have been given all the information about OAIP and are being asked to determine whether the original guidelines are appropriate, whether they should be expanded, modified or changed, and whether it can be used for the purpose which the universities keep demanding of us, that we establish some kind of—no, do not look over your shoulder.

Mr. Bradley: It is the member for Hamilton West's fault that they do that.

Hon. Miss Stephenson: I wish if he is so effective with the universities he would talk to them once in a while, that is all. They keep demanding of us that we have some—

Mr. Bradley: You are not giving the member a yes or no.

Hon. Miss Stephenson: No, I am not. What I am saying is that it has been referred to the—

Mr. Allen: What you have told us—

Hon. Miss Stephenson: I am not the font of all knowledge related to assessment.

Mr. Bradley: That is true.

Mr. Allen: I know that.

Mr. Chairman: Order, please.

Interjections.

Mr. Bradley: This is degenerating into a debate.

The committee adjourned, at 6:03 p.m.

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Monday, December 3, 1984

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Ontario

No. S-12

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Education



Fourth Session, 32nd Parliament
Tuesday, December 4, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Tuesday, December 4, 1984

The committee met at 3:46 p.m. in room 151.
ESTIMATES, MINISTRY OF EDUCATION
(continued)

Mr. Chairman: I see a quorum. Before we commence with the estimates of the Ministry of Education, we have about six hours left for these estimates after today, as was mentioned yesterday. It is suggested we start tomorrow at one o'clock rather than at two and conclude at six; that is five hours. If you do not agree that is sufficient time, it is suggested we sit until seven. Are there any comments on that?

Mr. Bradley: I thought yesterday we were sitting from 10, in which case I would have been prepared to go from nine o'clock in the morning right through. Since we have to come back next Monday anyway, I cannot see the point in staying until seven. I personally will not be here after five o'clock tomorrow in any event; I am going to try to collar some member to come in and be a warm body for the last hour.

I would prefer to go over to Monday, although I was quite prepared, if we were sitting all day, to be accommodating. We cannot do that because other people have other commitments which are very legitimate, and that is fine with me. I would be happy to start at one o'clock; that is fine, except Mr. Allen is in another committee and it does not leave him much time. I am easy.

Mr. Chairman: Are you in another committee?

Mr. Allen: The standing committee on administration of justice is having hearings in the morning on Bill 82. I presume they will end at 12 or shortly thereafter. I know that committee's agenda is very full with people who want to be heard and they are all crammed in. The likelihood of concluding at 12 is slight. It does jam things up a bit.

I would find it very difficult to stay until seven. Six is manageable, but I have some evening obligations and I would sooner be out of here before six if that were possible. I am a bit bunched at both ends, I am afraid, with regard to tomorrow.

Mr. Chairman: May we sit at one next Wednesday? We are going to have to make up this time somehow. If that is all right—

Mr. Bradley: Do we not sit next Monday anyway?

Hon. Miss Stephenson: We sit Monday and Tuesday.

Mr. Bradley: I calculate we should finish up on Monday; would you not agree?

Mr. Chairman: On these estimates, yes.

Hon. Miss Stephenson: Then we have the Ministry of Colleges and Universities estimates.

Mr. Chairman: Yes.

Mr. Bradley: That is your problem and not mine. I am not very good at saying—

Hon. Miss Stephenson: It is going to be the problem of the member for Renfrew North (Mr. Conway); so you should be a little sympathetic with your colleague.

Mr. Bradley: I am always sympathetic with my colleague and with all of you. I am just saying I have no stake in it so I should not even speak on that. Whatever you people decide for the Ministry of Colleges and Universities is fine.

Mr. Allen: We have six hours after today?

Mr. Chairman: Yes; and if we go from one to six, that is five hours.

Mr. Allen: If we have four hours tomorrow and two hours on Monday—

Mr. Bradley: That is it.

Mr. Chairman: In other words, leave it until two o'clock, the normal time, tomorrow?

Mr. Bradley: Yes.

Mr. Chairman: All right; and finish on Monday.

Mr. Bradley: And start Colleges and Universities on Tuesday.

Mr. Chairman: We will have to make time for Colleges and Universities next week, possibly on Wednesday.

3:50 p.m.

Mr. Henderson: Is it until six o'clock tomorrow?

Mr. Chairman: Two until six, yes.

Mr. Henderson: Not from one?

Mr. Chairman: No. There was no agreement on one because of other meetings.

Mr. Bradley: It would not make much difference. We would still have to sit Monday anyway.

Mr. Allen: If it would accommodate Mr. Bradley I can squeeze in that lunch hour. Going on for six hours after that is impossible. If you want to meet at one and go until five to get the four hours in and you do not have to find a warm body, that is all right with me.

Mr. Chairman: We still have the time left, and I cannot see splitting Monday up on two different sets of estimates.

Mr. Allen: One to five instead of two to six is all right with me.

Mr. Bradley: One to five would be fine Wednesday, if that is agreeable to the committee. We would still use up two hours the next day. In fact, we could agree to finish the estimates Monday no matter what happens.

Hon. Miss Stephenson: Was it tomorrow you were going to do this, or next Wednesday?

Mr. Allen: Tomorrow.

Hon. Miss Stephenson: Okay; so it is one to five.

Mr. Chairman: Is that agreeable?

Hon. Miss Stephenson: Yes.

Mr. Bradley: Let us just say that no matter what happens in the House we will finish here Monday.

Mr. Chairman: All right; we will sit from one to five tomorrow. Where were we yesterday?

Hon. Miss Stephenson: We were responding to the critics' questions.

Mr. Chairman: All right.

Mr. Bradley: An apple a day does not do the job, does it?

Hon. Miss Stephenson: It helps.

Mr. Allen: I had the impression the minister was finishing up her remarks on the Ontario assessment instrument pool and province-wide testing. Were you going to continue on that, Minister, or pick up another question?

Hon. Miss Stephenson: There were other questions, and some you raised yesterday as well, to which I felt the responses would be more comprehensible.

Mr. Allen: On the Ontario assessment instrument pool?

Hon. Mr. Stephenson: No, not specifically on that.

Mr. Allen: I want to get it clear in my mind, because our discussion went on for some time on this subject. I gather you do not have a province-wide, standardized test program prospectus that is firmly in place or in hand for the current year.

Hon. Miss Stephenson: No, of course not.

Mr. Allen: Second, you do not have a time at which such a program will come into effect.

Hon. Miss Stephenson: Since we had anticipated when we referred this matter to the advisory committee last year that it would report to us in May, I suspect that will lead to some conclusion which can be implemented for 1986. I cannot say that with great validity at this point, because I do not know what they are going to recommend, but I anticipate it would lead in that direction.

Mr. Bradley: When?

Hon. Miss Stephenson: In May 1985.

Mr. Allen: What I find very curious is that you should allow something to go forward in the speech from the throne as definite and clear as that seemed to be with respect to implementing province-wide testing in the course of this year. That led to all the confusion.

Hon. Miss Stephenson: I am not sure it was utter confusion.

Mr. Bradley: Everywhere except the ministry. I hear it right across Ontario, as did the member for Hamilton West (Mr. Allen). Everywhere except the minister is confused on this.

Hon. Miss Stephenson: Too bad. I regret that. Confusion was not intended.

Mr. Allen: It is becoming clear what lies down the road.

Hon. Miss Stephenson: We clarified that.

Mr. Allen: However, even after all of last day's discussion, it is still fuzzy, has not got a time frame, is not scheduled in, is not definite. Therefore, it seems to me what you tried to do through the throne speech was both ill timed and misconceived. It did not help you; it did not help anyone.

Hon. Miss Stephenson: Except it did state very clearly the intent to move in perhaps yet another direction with respect to the use of OAIP, the Ontario assessment instrument pool.

Mr. Allen: It was quite unclear, and it remains unclear, what new direction that is if it moves beyond the defined boundaries and understanding of what OAIP was supposed to do in the first place.

Hon. Miss Stephenson: I remind you I said yesterday, and Dr. Fisher said in 1980, that it is necessary to know what can be done with it before we determine what will be done with it in total, and that we give advance notice of any ministry-directed evaluation project using the

pool to ensure that everyone is aware of the purposes for which we are going to use it.

One of the purposes is a response to the continuing question, which is raised specifically by universities but by many others as well, about there being some means of objective testing which can be reported—not to be the totality of the reportage, but part of the reportage—in an understandable way to admissions committees, to employers and to others who might be interested.

The means of integrating that is subject to the advice of the advisory committee.

Mr. Allen: It still remains very general and very hazy.

Hon. Miss Stephenson: It will be a heck of a lot less hazy in May.

Mr. Allen: I do not expect it to be more than that at this point, except the pretension of last May was that it was more than that; that is the point.

Hon. Miss Stephenson: I do not think the minister was pretending anything.

Mr. Allen: Why did you put it forward to go into the speech from the throne if it did not have some specificity to it rather than a general direction?

Mr. Bradley: There must have been a poll taken.

Hon. Miss Stephenson: Not that I am aware of.

Mr. Bradley: Was there a poll taken to tell you that is what the people wanted?

Hon. Miss Stephenson: I just told you yesterday that it was not just the people of Ontario; the people of 43 member countries of the Organization for Economic Co-operation and Development are moving in exactly the same direction. I do not believe we are much different except we are attempting to do it in a way that ensures we are not infringing directly upon the quality of the educational program to develop the capacity for that testing or evaluation.

We are trying to do it in a way that is an integral part of a quality educational program rather than doing what so many of the testing procedures in the past have done, and probably some of those being instituted right now will do, which is to focus the attention of curriculum specifically on the testing mechanism for the purposes of evaluation rather than for the purposes of instruction and learning.

Mr. Allen: I appreciate the objective. It is a good objective.

Mr. Bradley: Why did you not do your consulting before the announcement in the speech from the throne?

Hon. Miss Stephenson: We have been doing a fair amount of consulting about this for quite some time, for goodness' sake.

Mr. Bradley: You have frightened a lot of people out there with the thought of province-wide examinations, I know that. Yet they might not be nearly as opposed to it if they knew precisely what you wanted. I understand why now. I know you have your committee, but that is initially why you had that reaction; the people were unaware of exactly what you wanted to do. There were some people in the teaching profession who could have helped you out with respect to devising such reasonable testing.

Hon. Miss Stephenson: They are exactly the people we are using for the devising of reasonable testing. Did you not know that? They are devising the testing mechanisms for OAIP and have been ever since the whole procedure started.

Mr. Bradley: But you have all your teachers' federations expressing strong opposition to what they perceive you want to do; if you had consulted—

Hon. Miss Stephenson: We have been through this with the Ontario Teachers' Federation executive and they understand what it is we are talking about. I do not believe there is any confusion with the OTF executive at all at this point.

Mr. Bradley: I am aware you do not have the support of at least two of the federations in this: the Ontario Secondary School Teachers' Federation and the Ontario Public School Teachers' Federation. I am certain you do not have their support on province-wide testing as they could envisage it happening.

Hon. Miss Stephenson: They are part and parcel of the advisory committee on evaluation. They play a part in that ongoing discussion and advice-giving, and I am sure they provide their advice regularly to the chairman and all the members of the committee. I anticipate they will continue to do so.

4 p.m.

I remind you that throughout the exercise of the examination of secondary education review in this province there were recurrent remarks about the need for some kind of objective evaluation. It was even mentioned on the file report of the secondary education review project; it was not an endorsed recommendation as far as

SERP was concerned, but it was considered to be very serious by the committee. Obviously it is something that everybody, including the OTF, knows we have been thinking about and involved in developing for about nine years altogether. It began in 1976 or 1977; it is nothing new.

Mr. Bradley: We shall see.

Mr. Wiseman: Were private individuals such as the parents of students part of the advisory committee? You mentioned the union for the teachers; but do you have lay people also?

Hon. Miss Stephenson: There are two—

Mr. Wiseman: What is their percentage of that committee? Do we have a conflict in some way because there are those in the teaching profession versus the parents who are paying for and actually have their children in the system? What is the makeup of that committee?

Hon. Miss Stephenson: There are representatives of the trustees' associations, of the teachers' federations, of the faculties of education, of the home and school associations and of the Catholic parent-teacher associations. There are also representatives of labour and business, as well as two representatives of the general public. I forgot to say there are representatives of the college and university systems as well.

Mr. Wiseman: It seems to me if there are just two lay people—

Hon. Miss Stephenson: That is not quite true, Douglas, if I might say so, because almost every individual who is represented on that committee is a parent or has had or will have a child within the elementary or secondary system of the province. It does not matter whether they happen to be there as nominees of the OTF or of the school trustees, they are also parents and have to pay for the system.

The representatives of the colleges and universities are in the same kind of position, they are not directly related to the elementary secondary system. The home and school associations and the Catholic parent-teacher associations are interested parents rather than people with a direct pecuniary interest in what is happening in the school system. I think there is a fair balance.

Mr. Wiseman: Would that include the different regions? We need to get some feeling of what the people in the regions think of their educational system and how it can be improved; or does the committee act on general knowledge?

Hon. Miss Stephenson: There is a fairly wide geographic distribution of the members of the committee as well. I know the chairman has

urged them to determine as much of the local situation as is possible.

Mr. Wiseman: But they do not have meetings on a county basis?

Hon. Miss Stephenson: No; SERP did that, as you know, and they have spent a great deal of time visiting all the regions of the province, both during the initial part of the development and in the final development of the SERP report. There were a great many public meetings attended by a great many people who had no direct active-participant interest in the school system. That kind of activity has certainly been carried out before this; but this has not been carried out in that kind of way.

Mr. Wiseman: I hope that committee acts better than the Association of Municipalities of Ontario, which I believe sometimes does not adequately reflect the feelings of the municipal councils they represent or never has any liaison with the councils that put them there in the first place.

Hon. Miss Stephenson: The people who are on this committee are attempting to reflect the views of the teachers within the system, the trustees within the system, those who deal with the graduates of the system, those who are parents of those in the system and who pay all the bills, and those who have a very keen interest in what happens in the educational system but are not necessarily employed by or trustees for the educational system. The committee has worked well.

Mr. Wiseman: I would just like them to get out to the boondocks and have a look once in a while; as we do as members.

Hon. Miss Stephenson: Anyone who wants to refer anything to them can most certainly do so.

Mr. Bradley: Are there any representatives from the independent and alternative school system on that committee?

Hon. Miss Stephenson: No.

Mr. Bradley: Not at all?

Hon. Miss Stephenson: Not on that committee.

Mr. Bradley: Is there any reason you did not include them?

Hon. Miss Stephenson: We are looking at evaluation and assessment within the public system. Since we have 30 members on the committee—

Mr. Bradley: And not one of them is a supporter of the independent and alternative schools?

Hon. Miss Stephenson: I do not know that. One of the university professors who was a member of the committee for a time sent his children to an independent school.

Mr. Bradley: Was that an independent school such as Upper Canada College, a Christian or Hebrew school?

Hon. Miss Stephenson: No, it was a different school.

We have not specifically appointed anyone, however, to represent the Ontario Association of Alternative and Independent Schools in that context, because it is evaluation and assessment within the public system we are concerned about.

Mr. Bradley: I am sure they have an interest in the public system, even though they—

Hon. Miss Stephenson: Who would you suggest we appoint: a representative endorsed by OAAIS, a representative endorsed by the religious schools, a representative endorsed by the traditional private schools; or one endorsed by all three, four, five, six or 10?

Mr. Bradley: I did not ask for 10.

Hon. Miss Stephenson: Sometimes it is a little difficult to do it otherwise.

Mr. Bradley: That is why they are paying you almost as much as your deputy, so that you can make decisions like that.

Hon. Miss Stephenson: Really?

Mr. Bradley: I think there should be some representatives in that regard.

Mr. Allen: Mr. Chairman, I would like to ask one last question of the minister on this subject, and I will not ask her any more for some time.

May I conclude from your remarks you have decided the province-wide testing you hope to put in place will essentially be an instrument for testing the system and not for testing individual students?

Hon. Miss Stephenson: I am not sure that one can test the system without testing the absorption of the goals and objectives of the curriculum by individual students to develop norms which would then determine whether the system is functioning properly. I would have difficulty in separating those two, I must say.

Mr. Allen: Perhaps you misunderstood my question.

Hon. Miss Stephenson: No, I do not think I did.

Mr. Allen: I did not intend this could be done without testing some series of individual students on a sample basis. However, is it your intention to use it at year-end, in effect, with large numbers

of students across the system in such a way as to essentially end up with an evaluation of the individual students in the system, as distinct from getting a reading on the performance of the system as a whole?

Hon. Miss Stephenson: At this point, it is my understanding the advisory committee is looking at the possibility of making a recommendation which supports and enhances the subjective assessment carried out by teachers, as well as their objective assessment carried out at the level of graduation from the secondary school program.

I do not know what it is going to be. I do not know what proportion it is going to be. I do not know anything about what it is likely to be, but it seems to me this is the area at which the advisory committee is looking at this point.

Mr. Wiseman: May I just ask something on that before we go on. If you are not testing students, and you find that someone from, say, our area goes to another area of the province, I can see perhaps a five per cent spread in the marks between the different levels from one area to another, because some city has more money to spend on education per pupil than Lanark county has—

Hon. Miss Stephenson: It does not always mean they spend more.

Mr. Wiseman: You sometimes see people move from one part of a rural area into another area and they either skip a grade or go back a grade. As a lay person, I thought if they were tested we would see this eliminated.

Maybe I am wrong, but some teachers feel that when they set exams for their class, 75 or 85 per cent or whatever are going to pass it and the other 15 or so may not. Maybe I am wrong, but I understood the exam was not based on any examinations that may be going on in other parts of the province. Perhaps those students are not as far advanced as they should be, and so on.

4:10 p.m.

If you had departmental examinations at some level, whether it is grade 8, grade 12 or whatever, you could see if they could go on to jump into that next level, secondary school, college or university. You could test the system in one county or school to see if the teachers are doing what they are supposed to and we are getting what we pay for, within reason, or whether we are just passing 85 per cent of the students, as some parents have told me, to make the system and teachers look good.

I am not really one to talk on this but I really get a lot of people asking. We are spending big bucks for our teachers and schools and if we are not getting value perhaps we have to eliminate some teachers; as much as the unions would not like it, get rid of some of the deadwood and bring in those who will do the job. By what we are setting up here, having some sort of evaluation, will we be able to see that?

I do not think there is the liaison I would like to see. When I sat on the board and saw what they were doing in western Canada quite a few years ago, there was liaison between elementary and secondary schools and universities to see how they were turning out kids. If there were any flaws they were improving them so that those coming up through the system would not have the same problems. I do not know, but if we are just going through the motions on this and will not test them in some way, then we should take a hard look and have some sort of testing. I am not against having exams at certain stages in life.

Hon. Miss Stephenson: We are developing a mechanism which can be used for the purposes of evaluating, particularly the curriculum established within Ontario to provide for an appropriate educational experience for all children. In order to ensure that, you have to carry out some testing and have some norms against which you establish the success rate of, for example, one grade 5 class in mathematics against others that are relatively normal.

However, there is an increasing desire on the part of significant numbers of people to have some objective testing mechanism which will provide them with some secure sense that there is a reasonable evaluation of the skills acquired by students during their 12 or 13 years of elementary and secondary school.

We are proposing to find a way to do that without distorting the very high quality teaching program which has been established in Ontario. We are not seeking to replace the current method totally by some other means of evaluation. We are seeking to supplement. That is what we proposed as far as the speech from the throne was concerned. It is my understanding that is the direction the advisory committee on evaluation assessment is currently pursuing.

In addition, is there some rationale, logic, or value in suggesting that from time to time during the educational experience of children there might be some real benefit gained by testing carried out in all grades in all parts of the province at the same time?

That also was going to be considered by the committee. To my knowledge they have not made a deliberation at this point, but this wide-ranging and diversified committee is being asked to make some very critical assessments of what is going on in the educational system and provide recommendations.

The first of those will come forward in May 1985. When they do, I will be delighted to debate them with you. I will not know what they are until they have completed all their deliberations. As I have said, I know Ontario is not alone. British Columbia and Alberta have already instituted unilaterally, without consultation or any kind of activity other than the ministers' fiat, examinations for children at various levels within their secondary school program. So far they are all saying it is a very successful thing to do. I will reserve judgement, as a matter of fact.

We did not feel we should do it that way. We felt we should consult and we should use the best advice of the advisory committee on evaluation. However, I do not think I can say right now it will never be used for some other things for which it was not envisaged in the first place. I cannot tell you that because I do not know.

Mr. Sweeney: As the minister is well aware, some of the universities in the province have already started or are in the process of looking at some variation of an entrance exam.

Hon. Miss Stephenson: Some are acting more rapidly than others.

Mr. Sweeney: Yes, and I am not sure whether all will act. It would seem to me there would be some overlap between the objective of the secondary school program you have just been discussing with respect to evaluation and the universities' attempts to have some kind of an entrance exam.

What, at the present time, is the meshing of these two projects, if there is any at all? Are they talking to each other; do they have a common ground on which they are going to base their processes? Where are they?

Hon. Miss Stephenson: As you know, there are representatives of the university system on the evaluation committee chaired by Dr. Shapiro. I am sure they have contact on a regular basis with the principals within their own universities regarding this whole area.

You also are aware, because I told you four years ago, that after meeting with representatives of the university community I suggested very strongly we would be delighted to work with them for the enhancement of an Ontario assessment instrument pool program for university

admission which they could administer as a university admission examination.

That went over, I have to tell you, like a cement cloud. We have never had any positive response from the universities on this. The universities keep saying, "Oh, no, it is your responsibility as the Ministry of Education to provide this passing-out examination so that we have a sense of security about it, because we cannot have a sense of security about the assessments made by teachers."

We have to tell you, in the studies that have been done that is just not true; they have a very solid sense of security in almost all circumstances about the quality of the education which is being provided in a number of the schools. They have some jitters about one or two, but it certainly is not a large number.

However, they still feel strongly they need that objective testing mechanism, so we are trying to work with them to determine where, when and how it should be integrated most appropriately.

Mr. Sweeney: I would gather from the minister's reference to cement clouds that the level of co-operation at this point is not as great as she would like.

Hon. Miss Stephenson: It is better than it was four years ago, and that is a very optimistic statement.

Mr. Sweeney: I cannot remember the exact date, I am thinking back to some time in the late 1970s when there was a study done about the level of liaison or breaching—or whatever term you want to use—between the secondary schools and post-secondary institutions in the province; it was a fairly lengthy report.

Hon. Miss Stephenson: Yes, it had a special name.

Mr. Sweeney: I forget the name.

Hon. Miss Stephenson: It was called Interface.

Mr. Sweeney: Interface, that is the one.

Hon. Miss Stephenson: It was in the mid-1970s; 1974-75.

Mr. Sweeney: Anyway, at that time this very issue was raised fairly extensively. I would gather from what you have just said that it really was not followed up.

Hon. Miss Stephenson: We tried.

Mr. Sweeney: When I say that, I mean obviously the two sides really did not get together; is that it?

Hon. Miss Stephenson: A number of pilots were established. For example, one of the

recommendations was that subject councils be established in various communities where there were universities or colleges so those who were teaching mathematics at universities and colleges and at the secondary school level could come together and discuss their mutual problems.

I think there was one that was really successful, the Ottawa Valley one in science. We tried any one of a number of patterns to try to stimulate and encourage, and we simply were not successful in that.

However, one of the major activities which is really beginning to break down the barriers has been establishment of the liaison necessary for participation of the university professors in the curriculum for the Ontario academic courses. They are now in there with both feet and all of their heads as well, I hope, working very diligently to help in the development of those curriculum guidelines in order to ensure the OACs have the appropriate content and objectives for the purpose for which they are designed.

4:20 p.m.

They are doing that on a regular basis in every single subject area and they are beginning to get some enthusiastic responses from the university community about their participation in this, and I am just delighted. This is so far a much more successful route to trying to achieve the goals that Interface set for us than anything we have tried before.

We are also doing the same thing with the college teachers as to a number of subjects in the grade 12 program.

Mr. Sweeney: I hope they would appreciate it and that they get some agreement on the curriculum content. It is equally important from the point of view of the student that they get some agreement on how you evaluate the success of accomplishment.

Hon. Miss Stephenson: I would hope so.

Mr. Sweeney: That is what the students often complain about: they are evaluated one way at the tail end of secondary school and quite differently at the beginning of post-secondary education. They are the ones who get caught.

Hon. Miss Stephenson: The understanding about the means of evaluation is being shared in a much broader way than it ever was before as a result of the Ontario academic course involvement. As a matter of fact, the Council of Ontario Universities appointed a liaison officer at the beginning of the revision of the curriculum to function full-time with the Ministry of Education

in order to ensure this participation and meshing took place, and it has worked.

We have had a couple of failure areas and a couple of difficult subjects, but it really is having a tremendously beneficial effect. I am most encouraged about this and I think it will continue.

COU was also enthusiastic, so enthusiastic that when the first liaison officer had to resign it appointed another immediately in order to ensure it would continue.

Mr. Sweeney: Let me touch on another aspect of this. If I understood your explanations to the two previous questioners, you did indicate that from time to time, for one reason or another, there would be some version of a common evaluation procedure across the province. It might be at certain grade levels, it might be at certain subject levels, it might be for certain topical levels, whatever.

Accepting that, one of the bases of sound pedagogy is to be sure that what is taught and the purpose for which it is taught are reflected in the evaluation procedure. This would suggest to me that if you are going to have some form of common evaluation across the province—and I am not using the term “test” or whatever, but some form of common evaluation—then there must also be some form of greater commonality with respect to the curriculum that is actually used, and some commonality with respect to the purpose for which they are using that curriculum.

I do not know where your curriculum branch is right now in reaching that goal, but it has been a concern that the amount of discretion available within a school system or an individual classroom be reasonably wide.

Hon. Miss Stephenson: I would think that at the secondary level there is a good deal more prescription of curriculum in the new developments than there has been in the past, and particularly in the OACs. The OACs are very much a province-wide curriculum direction.

Mr. Sweeney: But keep in mind that the OACs are going to deal with approximately 20 to 25 per cent of the students.

Hon. Miss Stephenson: I know that, but I am saying that in the whole area of development there is a good deal more concentration upon really addressing the goals and objectives of curriculum and the directions one pursues.

That does not mean there is not some leeway for local circumstances in order to ensure the courses remain relevant for all of the students, but the kinds of directions are, I think, a good deal more prescriptive than they have been in the past, and that will be continued.

Mr. Sweeney: You agree, then, that as commonality in evaluation takes place there must be more commonality with respect to—

Hon. Miss Stephenson: But it does not mean there must be rigidity within this curriculum development, either. There has to be sufficient flexibility to allow the influence of local circumstances to play a part which ensures the students understand what is being learned on the basis of their local knowledge of circumstances.

Mr. Sweeney: Is it correct to assume the curriculum and evaluation branches are working very closely in this area?

Hon. Miss Stephenson: They certainly are not divorced from one another, I can tell you.

Mr. Sweeney: There was a time when that was the perception.

Hon. Miss Stephenson: I do not think that is the perception at this point.

Mr. Sweeney: Okay.

Mr. Wiseman: When I was on the board in the 1960s, it bugged me a little that the elementary school teachers found it difficult to get the teachers at the secondary level to discuss what had happened with the kids up to grade 8; maybe when they got to grades 9 to 13 they were having some problems with them.

We were also trying to get the universities at that time to talk to the high school teachers and get some feedback about what kind of students they were bringing forth, whether they were properly taught and so on, and where they could improve. They seemed to think they were on another plateau above secondary school teachers. The minister has said she now has a couple of university representatives on her advisory board and they are trying to help with the curriculum.

As a parent, grandparent and taxpayer, it bugs the hell out of the farmer-politician that these people cannot get together for the betterment of education and forget their differences and put our kids first. The university people may have a few more years' education than the secondary school teachers, but I do not think the secondary school teacher has any more education than most of the elementary school teachers.

They say they are interested in the kids, but I sometimes think they are more interested in their paycheques; not all, but a good percentage of them.

Since you have responsibility for colleges, universities and elementary and secondary schools, I hope you do something—I know you are a strong person, Minister—pull their hair, bat their heads together or something, but do what

you must get them together. We have to think of the kids. It bugs hell out of me that from 1960 to now we have not done any more than bring them dragging and kicking to come together and talk about education.

Hon. Miss Stephenson: That is not so, I can tell you. The introduction of the intermediate program was a step in the right direction in terms of bridging the transition from elementary school to secondary school. The introduction of the component of education that is different from primary and elementary, and not quite secondary, has made everybody understand there is a transitional period through which children move.

Teachers are becoming much more sensitive and understand that their role is to help the children get through the painful period that occurs from the time students ordinarily leave grade 6 until they ordinarily reach grade 9. It is not a stage any one of us, as adults, would probably choose to repeat. Teachers are extremely sensitive to that now and are much more likely to be talking to one another about how they can ease that transition and work together to solve the problems.

It does not happen in all circumstances, but we do not live in a perfect world. We just keep hoping the things we are doing are going to make it a little better. That is the kind of direction in which we move most of the time.

Mr. Chairman: Are you finished?

Hon. Miss Stevenson: No, I still have some questions to answer.

I have a couple of publications for Mr. Shymko, which I hope he will take to the woman who was concerned about children with physical handicaps and health impairments. Curriculum Ideas for Teachers, published in 1978, is an extremely good document; and there is a design for schools for the physically handicapped, which is a ministry publication. You should all be aware those are available if you would like them.

We would also like to tell you that Staff 21 is the activity of one specific board only, and we did not know anything about it. If you want it, there it is.

Mr. Shymko: Is this a 1978 publication?

Hon. Miss Stephenson: Yes. It is in the process—

Mr. Shymko: Are you planning to have new publications updated?

Hon. Miss Stephenson: Oh, yes.

Mr. Shymko: And Staff 21?

Hon. Miss Stephenson: It is not ours.

Mr. Shymko: It is an evaluation system that is used by one specific board?

Hon. Miss Stevenson: Yes.

4:30 p.m.

Mr. Shymko: Do all the boards in the province have their own evaluation systems, or is there a uniform one the ministry recommends or approves?

Hon. Miss Stephenson: We do not have uniform teacher evaluation. That is one of the questions we have put to the advisory committee on evaluation and assessment: is there a need for the province to be involved in establishing norms for that kind of thing?

Mr. Shymko: In other words, a teacher who would be acceptable as an employee in one board could be fired under different criteria by a neighbouring board?

Hon. Miss Stephenson: Not usually. The differences are not that great. A teacher who had been fired by one board would be very unlikely to be hired by another. It has happened, but it does not happen very often.

Mr. Shymko: Are you looking at the possibility of setting up some kind of uniform system of evaluation of teachers?

Hon. Miss Stephenson: No; but I have asked the advisory committee on evaluation and assessment to look at that and to give me advice about it.

Mr. Shymko: Will you be getting some kind of recommendation from them?

Hon. Miss Stephenson: I do not know precisely when that is going to be, but I anticipate we will be getting advice from them.

Mr. Shymko: And it was on your initiative you asked them?

Hon. Miss Stephenson: It is in their terms of reference.

Mr. Shymko: Thank you.

Hon. Miss Stephenson: Both Mr. Bradley and Mr. Allen raised the question of the non-classroom instruction programs in the Niagara South Board of Education and the Prescott and Russell County Board of Education, and I would like to explain that.

The enrolment audit carried out by the ministry brought to our attention that a couple of school boards were providing credit courses to large numbers of adults in their jurisdiction through tutorial instruction and using correspon-

dence course materials purchased from the Ministry of Education.

In most cases, the boards claimed these pupils were full-time, day school pupils, when the pupils were receiving little or no classroom instruction and were taking less than a full-time program.

The grant generated for each credit taken by a pupil in this mode of delivery was far in excess of that generated for each credit taken by a regular day school pupil in a classroom environment. In many cases, the grants generated were in excess of the expenditure which the board incurred to operate the program.

There were no procedures for the recording of enrolment for that kind of program. As a result, we developed a new policy for the funding of credit courses provided through nonclassroom instruction. We now have a policy for it.

The new policy is described in memorandum 1984-B5, and it has been established at a level which, on average, is comparable to that provided for regular day school pupils in a classroom environment.

Full-time equivalency is based on the number of credits, rather than on the number of minutes of classroom instruction for this purpose. Seven and a half credits are considered equal to one full-time equivalent day school pupil. The new policy has the authority to fund these courses and has achieved some reasonable uniformity in the calculation of enrolment.

The financial impact on the Niagara South Board of Education's open program is a reduction of approximately \$180,000 in the grant for the period from September to December of 1983. It was estimated, on the basis of information obtained from the board, that prior to the change in the funding policy, the board's open program was generating provincial grants which exceeded the board's cost of conducting the program by approximately \$200,000 for the period from September to December of 1983.

It was not a matter of \$800,000, it was a matter of approximately \$600,000. The amount of money generated through this program, by provincial grants at Niagara, between September and December of 1983, was \$200,000 more than the board needed to run the program.

Mr. Bradley: This is where a select committee on education would be great, because we could be down in Port Colborne, Welland, or somewhere, asking these very questions. You could be making this statement and we could have someone who operates a program there

either refuting or agreeing with it. I suspect I know what you—

Hon. Miss Stephenson: I do not think there is any refutation of the factual information regarding the Niagara South Board of Education.

Mr. Bradley: It depends on what is factual and what is not factual.

Hon. Miss Stephenson: I am giving you factual information. I am not giving you anything else at this point.

Mr. Allen: Could I read a statement the Niagara South Board of Education has drafted and circulated on the open program? Item 3 on page 6 of this statement says: "The impact of memo B3"—which I gather was put in place after B9 to deal specifically with some of the ways the open program escaped your ministry's attempt to rein in that kind of operation. They did not entirely apply to the open program so you drafted a second memo, B3, to apply, if not just to this program to another range of programs of this kind.

The statement in B3 indicates—I was wrong in remembering the figure of \$800,000—the item goes on memo B3, "drastically reduced the funding for this program retroactive to July 1, 1983, by in effect increasing the number of credits the student must enrol in, from four to 7.5, in order to qualify for the same funding as a full-time, day school student." In other words, there was retroactivity in effect.

Item 4 says there was "a retroactive reduction of 47 per cent"—this is one of the implications they point out—"or approximately \$300,000 of the grants already received by the board and a loss of 15 teaching positions," etc.; they go on to state some other impacts. The amount, by their calculation, was in excess of the amount you are giving us for that more restricted period of months you say the memo applied to.

Hon. Miss Stephenson: It applied to the school year, from September to December. I honestly do not know what you are talking about when you say something about "retroactive to July."

Mr. Allen: I had a very lengthy file on this, but it got misplaced, and I regret I am using documents that do not have any notes on them.

Hon. Miss Stephenson: One of the difficulties was the inconsistency of reportage of several of the boards. They had different kinds of equivalents, which they established through their own arrangements.

As I told you, it is not possible to provide a funding mechanism that is different from one

board to another for the same kind of program. What we did was establish an equivalency that tried to be reasonable for the circumstance; that is, related to the number of credits which the student was involved in. To receive the credit for a full-time student such a student had to be involved in seven and a half credits.

Mr. Allen: Yes, you shifted the number of credits; I understand that. Part of the problem they had with that was simply coping with the students in question. Seven and a half credits was an impossibility for most of these people to handle, since so many of them were either full-time or part-time employees. The capacity to handle a 7.5-credit program in a school year was simply out of the question; four was manageable.

They were also absorbing a great deal of teacher time. Teachers were meeting them on a flexible basis, by appointment, and spending a lot of time with their students in the style and manner prescribed by those who advise on the pedagogical methods of dispensing basic education.

Hon. Miss Stephenson: But the factual information I have given you is that under the old scheme that board was acquiring, for a three-month period, \$200,000 in excess of the cost of providing that program.

Mr. Allen: I can only accept your figures at this time—

Hon. Miss Stephenson: The figures actually come from the reports of the boards.

Mr. Allen: If they are taken from the figures of the board, they certainly do not square with the documentation I originally had which actually went into some detail about—

Hon. Miss Stephenson: Mr. Chairman, perhaps Mr. Martin could speak to that since he has been actively involved in it.

Mr. Martin: Mr. Chairman, what is being missed is the fact that this program took on dimensions in 1983 that were not perceived by us as being what was happening in the field. As of July 1983, we had talked about enrolment reporting in respect of average daily enrolment for pupils in the day school program. The school boards were reporting these pupils under this mechanism, interpreting the definition of an average daily enrolled pupil into a full-time register. There was no place for them to do this.

By introducing this reporting and funding mechanism, we were putting into place for the first time, other than through the continuing education route, some mechanism for funding this kind of program.

The boards, by virtue of recording them and reporting them as full-time pupils, were getting 100 per cent additional funding for those pupils. In many instances, it was generating more in grant money than the boards were spending for the education of those pupils. They might have had a very rich program, costing far more than it would have cost the board to provide the same kind of program to its regular day school students. We were trying to put in place a mechanism that would be handled in a uniform manner across the province by all boards, which now are picking up this mode of providing an educational program, something they had not been doing before.

4:40 p.m.

Mr. Allen: I will accept that information, and I appreciate getting it. Obviously it requires some further exchange on my part, at least with the Niagara board, to attempt to understand what has not been precluded and what is facilitated in that whole process in terms of the delivery of education to this type of student who was benefiting. I certainly got a clear impression—

Hon. Miss Stephenson: We now have a mechanism for monitoring what is actually happening to those students, which we did not have in place before because they were being recorded as full-time students in the system, which they were not. That monitoring is going to be of assistance to us as well. At least we now have a mechanism for funding them in a way that appears to be relatively appropriate, and we will continue to monitor that.

Mr. Allen: Unfortunately, I gather it has either been cancelled or greatly reduced although I do not have this year's statistics on the open program. That has been the unfortunate effect of that whole transition. Has that happened?

Hon. Miss Stephenson: I am not aware that has happened.

Mr. Allen: Is that not true?

Hon. Miss Stephenson: I do not know, I am not aware that has happened. I am told that has not been the case.

Mr. Martin: The problem with the boards and their loss in revenue was based on an assumption, by their calculation, that these pupils were all full-time equivalent students, when that was not the case when we started looking at them individually. They were anticipating a greater rate of grant in return. The lost revenue was really that kind.

We have had no real problems with the program as it is in place now. We have a fairly

large group of people within the ministry looking at this program, and at similar kinds of projects and programs for adults where credit education is involved.

Mr. Allen: Do you have a full report on that which you are developing at this point?

Mr. Martin: No. The memorandum that was issued apparently accommodates the problem. It will take a little more time for refinement.

Mr. Allen: So there is no place where one can get complete information on those programs across the province, the kinds of base materials they are using and so on?

Hon. Miss Stephenson: After one year of reporting, as a result of the implementation of the new memorandum, we will have a fairly clear indication of how many students are involved in this program in a way that we have never had before. We will also have some indication of the way in which boards are able to cope with it, because the boards now will have some firm direction and foundation upon which to establish the programs.

Mr. Allen: Will you be asking, as well, for reporting on curriculum materials that are used in those programs?

Hon. Miss Stephenson: The curriculum materials that are being used are correspondence materials.

Mr. Allen: I am not familiar with the content. Is that material geared to a certain age group?

Hon. Miss Stephenson: No; it is geared to a program, and it is geared to secondary school credits.

Mr. Allen: Secondary school credits? So the material corresponds with the secondary school materials?

Hon. Miss Stephenson: It is correspondence education. Have you not seen—

Mr. Allen: I know what you are talking about.

Hon. Miss Stephenson: We should invite you to come and visit the correspondence branch one day. It is the largest school in Ontario. How many students do we have this year? It is more than 70,000; is it 80,000 this year?

Almost every Canadian diplomat's child, in any part of the world, is having his or her secondary education either fully provided by or supplemented by the correspondence program in Ontario. We get some interesting correspondence from various diplomats on a regular basis.

Mr. Sweeney: I thought it was suggested, unless I misunderstood it, that it was possible for

someone to be a full-time employee and a full-time student simultaneously.

Hon. Miss Stephenson: I do not think anyone was suggesting that. Mr. Allen was suggesting some of the pupils could not carry the amount of credits to be counted as full-time equivalents because they were working a significant part of their lives at outside jobs, therefore they could carry only a few credits and would be funded on a prorated basis rather than as full-time students. Nobody was suggesting they could be—

Mr. Allen: The criterion constituting a full-time student being four credits; more than that might be possible.

Hon. Miss Stephenson: However, you and I know there are some secondary school students in this province working 40 hours a week and attending school at the secondary school level full-time too. I am not sure just how well that works.

Mr. Sweeney: Really, it was an extension of that awareness that made me wonder whether the ministry should be doing anything to encourage that.

Hon. Miss Stephenson: We are not encouraging them to be full-time students. We are encouraging boards to provide programs with this kind of flexibility in a way that will serve the needs of a number of adults, but certainly not on a full-time basis.

Mr. Sweeney: Is it still possible for adult students returning to a secondary school program to get, I think, up to 10 credits for experiences other than academic?

Hon. Miss Stephenson: It depends. There is a mature youth program. Yes, it is up to 10, but it is not necessarily 10 for all of them because it depends on what they have done. It really depends on the principal.

Mr. Sweeney: So some of the kinds of people to whom we have referred could reduce the number of academic credits they would have to take if they fit this particular criterion.

Hon. Miss Stephenson: Yes; however, the primary purpose is to provide some flexible way for adults who feel the need of further secondary education to acquire that. As you know, many of them are going back into full-time day programs as well.

The city of Toronto has a considerable number in several of its secondary schools because they have been actively encouraging this, as have some communities like Timmins and Kapuskasing. I was astonished to see the numbers there. It is happening right across the province because

everybody is realizing that to achieve further economic security they require additional education. The boards really are beginning to work at this now, which is good.

Mr. Allen: Do you have any reading on the performance and retention of those mature students who return into the secondary system?

Hon. Miss Stephenson: We have not done a specific study since they are simply counted as ordinary students in most of the secondary programs. Toronto may study what happens as a result of the fairly massive influx that has occurred there.

Can we go on to another point? **Mr. Bradley** was concerned about the paucity of opportunities for women to advance to positions of added responsibility on school boards. Maybe I answered that question yesterday. I would add—

Mr. Bradley: You made a positive step. I referred to it when somebody asked me right after question period yesterday. It was Robert Stephens, of your favourite newspaper. I described it as a positive step.

By the way, my leader was less enamoured with it than I was initially. Perhaps you could clarify one of my concerns. I think you said in the statement you were going to fund the co-ordinator over two years.

Hon. Miss Stephenson: To 75 per cent.

Mr. Bradley: Why would you not continue to fund that person? Do you think the position is going to be redundant after two years?

Hon. Miss Stephenson: I do not know whether we will or not. Initially we are going to do it for two years. Then we will look at whether it is appropriate to continue.

Mr. Bradley: I will go back to what I raised the last time we were here, which is here you go again—and I do not mean to be Ronald Reagan—putting in some seed money to establish a co-ordinator, then two or three years down the line the financial rug will go out.

Hon. Miss Stephenson: My dear Mr. Bradley, if boards do not consider right now this is a sufficiently important activity, no amount of encouragement we give is really going to do anything. However, already a significant number of boards have moved in the direction of appointing co-ordinators as a result of the demand placed upon them that they first appoint a senior official to be responsible, and second report exactly what they have done in each year. Sometimes they find they cannot manage to cope without a co-ordinating role within the boards;

and I think they will probably be encouraged to sustain that kind of activity.

4:50 p.m.

I would hope that within 10 years the role of the co-ordinator would not be necessary, because by then we will have so increased the numbers of women with the qualifications to apply for those roles that every position will have an obvious female candidate ready to take it on. We will have the right proportion of women in administrative positions within the school system.

That will only happen if there is an openness and an open-mindedness about those appointments which is sustained by all the boards. They are going to have a little difficulty hiding it if we ask them for an annual report about what they have done and how they are doing it, and publish it through the Legislature.

Mr. Bradley: I think that is an advantage. It certainly puts them on the spot to make progress in that direction. I think part of this is going to be assisted by a change in attitude on everyone's part, which I think you have alluded to in past estimates. We have a former director of education here, and I am sure when Mr. Sweeney became the director of education in Kitchener it was almost considered it would be a man.

Hon. Miss Stephenson: As a matter of fact, the separate school system has been much more progressive than the public system has been, because so many sisters were qualified to become supervisory officers or school principals. That did not happen in the public schools because we had that marvelous little system called quotas and we had other attitudinal impediments which did not help. The public system has slipped far behind the separate system as far as this is concerned. I do not think Mr. Sweeney had that problem as much as the public boards do.

Mr. Bradley: That is probably not a good example to use. There was a time when you automatically used the word "he" to go with directors of education.

Hon. Miss Stephenson: "He" is still a generic word. It is perfectly all right to use it. I think the two women directors of education are not necessarily going to object.

Mr. Bradley: Except that when you use "he" it implies that is what it is going to be. There is beginning to be a turnaround in that attitude, and the co-ordinators will help to a certain extent when all boards have them. At one time you heard people say, "Of course, women never applied for those jobs;" in many cases justifiably

so because they thought there was absolutely no chance of getting them.

Hon. Miss Stephenson: In truth many of them did not have the qualifications, because they were not encouraged to seek them. What we are trying to do is encourage them to seek those qualifications so they will be ready to do it. Many of them are now ready to do it. We are going to increase that number.

Mr. Bradley: I see a definite change in attitude and in people who are now encouraged. There is still a fair level of frustration among women teachers, but I see an improved and a much more aggressive attitude on the part of women teachers to go after those positions, which they justifiably should have an opportunity to fill. I use the word "opportunity" because the impression I am getting from a lot of women in the profession is, "Look, we want to ensure that people are placed in these positions not because they are women but because they are good people who are qualified and competent."

Hon. Miss Stephenson: That is right, absolutely. We do not want appointments on the basis of gender. We want appointments on the basis of capability. We know women are going to be equally capable, if not better, once they have the qualifications.

Mr. Wiseman: Oh now, I would not go quite that far.

Hon. Miss Stephenson: I would.

Mr. Wiseman: I would not.

Mr. Bradley: That is some of my thrust. The government has been slow in moving in this direction.

Hon. Miss Stephenson: Mr. Wiseman was just suggesting I am making sexist comments, but they are true.

Mr. Bradley: Probably so.

Mr. Sweeney: Comes the revolution.

Mr. Allen: Given the existing rate of replacement of everything from department heads through principals, vice-principals and what have you in the system, and—

Hon. Miss Stephenson: The rate is picking up.

Mr. Allen: —given the replacement of them with female personnel, how long would it take to achieve equality, broadly speaking, across the system in Ontario?

Hon. Miss Stephenson: I do not think I could tell you, except I do believe that within 10 to 15 years it is possible that could be achieved. I

would have to go back and have the figures worked out. I have not done that.

Mr. Allen: Would it not be useful for the ministry to look at that process and evaluate for itself what kind of pressure you have to put on the system in order to get significant results.

Hon. Miss Stephenson: It depends. There are variations in the structure of the administration within school boards and variations in the numbers as well. We could try to work it out.

Mr. Allen: That is a manageable kind of study to undertake. I think it will be a very useful one for us to have, to get some sense of what kind of a scenario we have and what kind of time frame one is working against in terms of possible achievement in order to toughen up your process a little bit.

Hon. Miss Stephenson: May I warn you that it would probably be unwise to try to match an individual school board's response to whatever is determined to be the appropriate goal as a result of the development of those figures. In a sense, because of the variation that exists between boards.

Mr. Allen: Of course, there would be variability in the degree to which, and the speed at which one moved towards that in various settings. Nonetheless, that would be a useful study for you to have at hand as you march into this new world of affirmative action in the board structures.

Hon. Miss Stephenson: Mr. Bradley was wondering how we were going to solve the problem of the double cohort of five- and four-year secondary school graduates desiring admittance to universities, and how the universities choose. We have been having meetings with the universities to begin to look at this.

What we are doing is developing data from existing ministry systems through regular and ongoing ministry contacts with school board officials and school administrators and a special multi-year survey to elicit information on the plans and expectations of students. The initial part is in process now; the second part of it will be functional in the new year. The information we will develop is going to help us plan for this.

The universities are aware the double cohort may not be, for example, in 1988. The initial foray may be before that and it may not be nearly as severe as has been expected.

We do not have any solid information at the present time to suggest that it is going to be a disaster or a major problem. We are looking at it, however, as a potential problem, and we are

working with the university system to try to develop the appropriate information so we can plan for it.

Mr. Bradley: It is all good and well to say you do not anticipate problems right now based on the information you have, but are you prepared to open more spaces in the universities by means of providing additional funding to universities for those specific years and for that specific purpose?

Hon. Miss Stephenson: I think we had better know what it is we are going to be facing before we start planning to develop more space which may not be necessary.

As you are aware, the demographic projections are such that it looks as though there will be a balancing out, even at this point, of significant proportions. I would remind you that the universities of this province faced a one-year expansion of major proportions—significantly larger than this, probably—in 1946-47, and dealt with that in some very imaginative ways.

They have not forgotten how to be innovative and imaginative. They have not had to do it recently, but they have not forgotten how to do it. They are aware of that, too.

Mr. Bradley: I am not suggesting you build entirely new buildings to house some people for two or three years for that specific purpose.

Hon. Miss Stephenson: Thank you, Mr. Bradley.

Mr. Bradley: I am suggesting there is a restriction on the number of students coming into university because of financial problems with the provincial government; that is, the government is not providing enough money so they are not prepared to entertain more students.

If, however, you were prepared, at least in those years where the double cohort situation applied, to provide additional funding, those schools, within the space they have now, might well be able to accept those students and service them. This is something unique and apart from the general underfunding of the secondary school system that we will talk about—

Hon. Miss Stephenson: In the secondary school system?

Mr. Bradley: Sorry. The post-secondary school system, which we will talk about next week. Are you going to provide more money to the universities?

Hon. Miss Stephenson: What I am saying is that we will develop the information so that we know what is likely to happen, and then develop plans based on what we know is likely to happen.

Mr. Bradley: That is pretty picayune.

Hon. Miss Stephenson: We are not going to do it in an airy-fairy fashion, suggesting that we will be willing to do all sorts of things when we do not know what the likelihood is at this time. There simply is not sufficient information.

Mr. Bradley: Very vague.

Mr. Wiseman: Mr. Chairman, is there a possibility we could get into this next week when we do Colleges and Universities?

5 p.m.

Hon. Miss Stephenson: We have suggested that to universities as well. However, I cannot suggest—

The Vice-Chairman: I cannot listen to three things here. Mr. Wiseman was saying—

Hon. Miss Stephenson: We suggested greater flexibility might—

The Vice-Chairman: I think Mr. Wiseman was saying you are in the area of colleges. I do not mind you drifting there, but—

Mr. Allen: We are into the Ministry of Colleges and Universities.

Hon. Miss Stephenson: No, we are not. It was a question that was raised because of the suggested double cohort of students.

The Vice-Chairman: It was a minor aside.

Mr. Allen: The response, nonetheless, is a bit less than adequate. It seemed to me the tenor of your initial response to Mr. Bradley was essentially that it is not likely to be a serious problem; it looked as if things were going to balance out.

Hon. Miss Stephenson: I do not know that. What I said is we are developing information.

Mr. Allen: I am saying the bias of your approach is a problem.

Hon. Miss Stephenson: No, it is not a biased approach. My approach is biased on the basis of getting factual information from which we can plan appropriately. I will not do it from figures pulled out of the air. That is all there is to it.

Mr. Allen: I am glad to hear that. You know very well that is not what I am referring to. I presume by those last words you are retracting the first words of your response to Mr. Bradley.

Hon. Miss Stephenson: No.

Mr. Allen: Those are words that rather soothed and then smoothed around the problem which is, indeed, going to be a serious one.

Hon. Miss Stephenson: No, what I said was the demographics would suggest that was so. I do not know whether that is so or not.

Mr. Allen: It cannot help but be a major problem inasmuch as one knows, for example, that one has classes of 1,300 students next door in the first-year psychology department with the longer tutorials attached to them. That is just one example. You know what the problem is.

Hon. Miss Stephenson: I also have a strong suspicion that if there were classes held on Mondays and Fridays a lot of that could be solved.

Mr. Allen: The notion that 1945 is an example to anybody is a little bit spurious. You know very well the faculty-student ratio remained at that time much lower than it is right now.

Hon. Miss Stephenson: No, I do not know that it is spurious because I experienced it; you did not, but I was there.

Mr. Allen: You should look back in my record. I may be older than you think.

Hon. Miss Stephenson: You may be older than I think but you were not at an Ontario university at that point.

Mr. Allen: Nonetheless, when the Premier made this point in the House with respect to his own experience in the very time frame you are talking about, he was not aware the faculty-student ratio was one to 11 and it is now at least one to 18 across the system.

Hon. Miss Stephenson: That is not the figure we have at present, as a matter of fact.

Mr. Allen: It varies. It is one to 23 at the University of Waterloo. I know that, too.

Mr. Wiseman: May we do that next week?

Hon. Miss Stephenson: Yes, we certainly may.

Mr. Bradley also wanted to know what assistance the ministry is giving to boards for the development of junior kindergarten programs. Junior kindergarten programs are funded in the same way as kindergarten programs. There has not been any enrolment boom in junior kindergarten development. The only place I know where there has been a major dust-up—it is not the only one because there was one other—about the development of junior kindergarten programs is in the Hamilton area. That remains an attitudinal bias and I do not know that it has been overcome. I gather the board has been enthusiastically supporting it and many members of the public have not. Not all members of the board were enthusiastic, either.

Mr. Allen: No, and I have representations from other centres where local school trustees have been horrified at the thought they might be

involved in junior kindergarten developments. There certainly is an attitudinal problem; there is no question about it. There are certainly other things as well.

Hon. Miss Stephenson: The four-year-old population is certainly declining in the province, not growing. It has gone from 133,700 in 1971 to 117,900 in 1983. There has not been a huge boom although there is an increased participation rate in the numbers involved.

You know we have established Frances Poleschuk's very active investigation of junior kindergarten, kindergarten and early primary education, and this is going to provide us with some very clear information, direction and recommendations about the ways in which we should begin to look at that early educational activity.

Mr. Bradley: It seems to stir up controversy to a different degree in different areas. I know the Lincoln County Board of Education has been involved in discussions. It has incurred the wrath of the editorial page editor of the *St. Catharines Standard*, who disagrees strongly with any suggestion that there should be a junior kindergarten operated by the board.

Hon. Miss Stephenson: It seemed to me there was an editorial writer in Hamilton who had the same opinion, because a couple of editorials that I read in the *Hamilton Spectator* were of much the same tenor.

Mr. Pollock: There were articles in the *Peterborough Examiner* against junior kindergarten.

Hon. Miss Stephenson: They existed as well, yes.

Mr. Wiseman: What age is junior kindergarten? Is that age three or three and a half?

Hon. Miss Stephenson: They have to be four by January 31 of the year they start.

Mr. Wiseman: So they cannot start before age three and a half.

Hon. Miss Stephenson: That is not correct. A child has to be four on December 31 of the year he starts. That means he can be age three and three quarters.

Mr. Wiseman: Did I understand you to say your ministry would fund that at the rate you told me yesterday?

Hon. Miss Stephenson: If a board offers a junior kindergarten program we fund it, but it is not mandatory. Neither is kindergarten mandatory, I would remind you, but when a board offers it we become involved.

Mr. Wiseman: As I mentioned yesterday, and I was out of order I guess, but with the number of people looking for day care—

Hon. Miss Stephenson: We are talking about kindergarten, not day care.

Mr. Wiseman: I know, but a number of people want their children to be taught either in this setting or in some other setting. Would it not be better to have them taught in the schools where some of the schools are not up to full capacity?

Hon. Miss Stephenson: We strongly support the initiative taken by school boards to rent out space within the school building for day care centres where the day care program is organized and run by a voluntary agency or a community agency but not by the school board. We ask the school boards to be supportive and to provide that space at a reasonable rent.

Mr. Wiseman: Do you support the junior kindergarten, then?

Hon. Miss Stephenson: Ministry policy has always been that when a board decides to establish a junior kindergarten it will be funded; and it is funded at the rate of the grant to the board, as is the kindergarten program.

Mr. Pollock: Supplementary to that, it has never been proved that having junior kindergarten or kindergarten has made any difference on the other end of the spectrum when one graduates from university; it does not influence how soon one graduates or with what standards.

Hon. Miss Stephenson: There has been one longitudinal study, which I think was completed this year, which I suppose might be related to something akin to a junior kindergarten. It concerned the 150 students in Operation Headstart in Chicago, I believe. I do not know.

Someone has done a longitudinal study of children who began in Operation Headstart and compared them with other children from similar economic circumstances. These were children in the United States who were from severely financially and socially disadvantaged family backgrounds. They were started at the age of three in most of the Headstart programs. They have been followed through into their elementary and now into their middle secondary programs—because it is that long ago—and compared with children from similar backgrounds.

There is no doubt the kind of program provided by what might be considered a junior kindergarten, but which was really a full-day program for most of them, was of great advantage to those socially disadvantaged children. There were fewer of them in jail. Almost

none of the children who had been in the Headstart program had been in trouble with the law. Most of them had proceeded appropriately through the elementary school system and into the secondary school system.

We have no such study that determines that children from lower-middle-class or upper-middle-class backgrounds are advantaged by this kind of program, but there is finally a longitudinal study that appears to have scientific validity. It is the only one I know of.

Mr. Wiseman: Do you support having the junior kindergarten and the senior kindergarten amalgamated into one class? Some of the teachers where that has happened say there is too much of an age gap when you have some children three years old, almost four, and some almost six years old.

Some school boards, it has been brought to my attention, say it is done to facilitate busing. I do not know whether they are saving dough. That is why I asked you the other day whether you were cutting back on busing. They say they can save something—

Hon. Miss Stephenson: Busing does not mean they put them in the same classroom.

Mr. Wiseman: But they bring them in and amalgamate them, and the teachers were telling me—

Hon. Miss Stephenson: That has nothing to do with busing.

Mr. Wiseman: —they are having too much trouble with the age difference.

5:10 p.m.

Hon. Miss Stephenson: Certainly junior kindergarten and senior kindergarten do not have precisely the same kinds of objectives. We have always differentiated between junior kindergarten and senior kindergarten.

I would have to tell you that as a result of the study that was carried out, the provincial review, it was not always obvious there had been a very distinct separation between what was happening in junior kindergarten and senior kindergarten, nor was there a really strong feeling that in all instances the program provided was the best that could be provided; that is why we appointed the task force on early educational programs for children.

I am sure when Ms. Poleschuk and her task force and the advisory group have completed all of their studies, with the help of a very large number of people out in the system—everybody has been requested to be involved in it and many of them have taken advantage of that—we will

have some pretty solid information about the way in which the program should be organized.

We have never intended junior kindergarten to be folded into senior kindergarten. They are separate entities, supposedly.

Mr. Wiseman: There are some boards doing that at present. Some of the boards, usually in the city, have them separate. In the rural municipalities, for whatever reason, such as the busing, do amalgamate them.

Hon. Miss Stephenson: Busing them on the same bus is a very reasonable thing to do, but that does not mean they have to be in the same classroom when they get to the school or undergo the same program.

Mr. Allen: I simply wanted to note for information of the members that the study I referred to in my opening remarks by Dr. Weikart in Ypsilanti, Michigan, followed students for 20 years. The title is *Changed Lives: The Effect of Perry Preschool Project through Age 19*. I think the ministry has a summary of that.

Hon. Miss Stephenson: Yes.

Mr. Allen: If you are not familiar with it, you certainly should look at it. The comparable statistics for those who had an early primary program and those who did not in a whole number of very significant educational and social areas is just staggering. It really is most impressive.

Hon. Miss Stephenson: It should be remembered these are children who qualified for the Operation Headstart program in the United States. Most of the children were black and they were from families where there was a single parent, where there was absolutely no economic support and certainly no moral support for education or any kind of family support. The children were selected on the basis of very severe social and economic deprivation, and they have been compared with children from similar backgrounds.

What I said was we do not have similar valid research related to children from other socioeconomic strata. In fact, the kind of information that has been developed would indicate there is not an awful lot of difference in those circumstances. Certainly, for the very deprived children it would appear that there is advantage in moving in that direction. That is one of the things I am sure Frances Poleschuk is going to be looking at.

Mr. Allen: Are you going to be coming back to my comments about the general-level student in a number of particulars?

Hon. Miss Stephenson: There is not a general-level student.

Mr. Allen: I know what you are going to tell me.

Hon. Miss Stephenson: There is a student who may study some subjects which are provided at the general level, but please do not call him a general-level student.

Mr. Allen: One has to use some kind of shorthand because every time you describe this person you cannot use a paragraph explanation; that is the problem.

Hon. Miss Stephenson: One of the advantages of the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines is that a young person may be studying at the general level in some subjects, maybe even at the basic level in some others and perhaps at the advanced level in other areas. That is unlikely, but it could happen. Please do not say a general-level student.

Mr. Allen: Okay, but that was not my question.

Hon. Miss Stephenson: Are we going to come back to that?

Mr. Allen: Yes.

Hon. Miss Stephenson: Yes, but I have got to get through the rest of Mr. Bradley's questions first.

Mr. Allen: I did not ask because I am getting impatient, and I am not an impatient person. For example, some of the questions I raised overlap some of these other questions. There was one question I raised in the context of junior kindergarten-primary education in connection with what you do not want me to say.

Hon. Miss Stephenson: You are right I do not want you to say that. Many of those kids are not from economically deprived backgrounds.

Mr. Allen: That is what I am trying to get at. That is what I want to ask you a question about, whether you are going to, in the course of that study, be able to tell us where, socioeconomically speaking, junior kindergartens exist in our Ontario educational system. Can we get any handle on, a reading of—

Hon. Miss Stephenson: Yes.

Mr. Allen: —the effects in, for example—

Hon. Miss Stephenson: I can tell you where it exists.

Mr. Allen: —a typical middle-class suburb or in a working-class or a highly ethnic community?

Hon. Miss Stephenson: When a board makes a determination that it will offer junior kindergarten, it is required to offer it throughout its entire area of jurisdiction. Any board that has junior kindergarten has it through the whole area. If a board has a concentration of a highly diversified ethnic population and has junior kindergarten, you can be sure it has junior kindergarten in those circumstances as well. The Toronto Board of Education and the other Metropolitan Toronto boards all have junior kindergartens, many of which are in what are called the inner city schools of the province. That information is available.

You asked if we had done any tracking of those children. No, we have not at this stage. The boards may have done some. I am not sure they have done it in a way that is going to make it valid. Is that one of the things we should look at? I am sure it is one of the things Frances Poleschuk is looking at now. She will be able to determine how those children are doing, at least in elementary programs. That should give us some indication of how they may do in secondary programs, since not all of them have been in school all that long.

Mr. Bradley was concerned about the responsibilities teachers might have in administering medication. The memorandum that went to the schools suggested that other personnel could be used in the model of provision of services, which really indicates that each school board has the power to select which employees are to act as agents of the board in administering required services.

We have suggested, for example, that aides or assistants may be required to provide positioning for physically handicapped children. It has always been thought that teachers should be responsible for the administration of oral medication, but that is not necessarily so. The board may select other personnel to be responsible for the administration of oral medication. It may be the principal who takes on the responsibility of administering whatever oral medication has to be administered to all the children within that school in any given day.

Mr. Bradley: I was under the impression you were not going to have teachers doing medical things.

Hon. Miss Stephenson: They are not going to do medical things.

Mr. Bradley: Administering oral medication is a medical thing.

Hon. Miss Stephenson: No, administering medication is not a medical act. It is carried out by nonmedical personnel in almost all circum-

stances. You do not have to have a physician or a dentist give you a 222 every four hours after you have a tooth extracted. That is given to a child by the parent or by the person who functions in loco parentis.

Mr. Bradley: What is the legal liability?

Hon. Miss Stephenson: We have discussed that fully with the College of Physicians and Surgeons of Ontario. They believe that given the power to administer by the parent, there is no problem at all. The parent, on the prescription of the physician, states in writing that the child is to be given medication for the purpose of remaining in school.

We do not want kids going to school and having to be administered antibiotics, for goodness' sake. If they have to have antibiotics, they should be at home. That is not what we are talking about. We are talking about children who may have their epileptic seizures controlled by the administration of one small tablet at noon hour. That may have to be the responsibility of one of the personnel within that school. The board can determine who that individual should be. As I suggested to you, it might even be the principal. That might not be a bad idea.

Mr. Bradley: The members of the teaching profession do not look forward to that. They are also concerned, particularly in the implementation of Bill 82, with meeting the needs of all students who will come into the so-called regular school system. For instance, are they going to be lifting children to the toilet and stuff like that?

Hon. Miss Stephenson: No. Lifting, positioning, assistance with mobility, feeding and toileting are to be administered by an aide or other personnel within the school board.

Mr. Bradley: So that is very specific. You are saying that teachers will not be doing that.

Hon. Miss Stephenson: It is not one of the requirements for teachers.

Mr. Sweeney: They may have to supervise it since they are responsible for the student anyway. I do not think they can turn over the responsibility for the student during the school day to someone who is not a teacher.

Hon. Miss Stephenson: The person with ultimate responsibility within the school is the principal.

5:20 p.m.

Mr. McGuigan: What about volunteers?

Hon. Miss Stephenson: That is fine. If the board has individuals, volunteers who come in

on a regular basis and do that, that can be assigned.

Mr. Bradley: That was one of the side issues. I am dragging in another issue, the developmental day care centres. Your full retreat on that was much appreciated.

Hon. Miss Stephenson: I did not have a full retreat; I had a frontal attack, for heaven's sake. I do not know what the hell you are talking about.

Mr. Bradley: What you originally did was a frontal attack.

Mr. Allen: This is another one.

Hon. Miss Stephenson: The frontal attack was that we were not necessarily going to take all those children into ordinary school settings. That has been my position from the beginning with the introduction of Bill 82. If you had been listening, you would have understood that.

Mr. Bradley: I understood well what you were up to in this instance. I am complimenting you by saying your full retreat was much appreciated. I know you do not agree with the terminology "full retreat." However, I am complimenting you and you are becoming—

Hon. Miss Stephenson: It was not a retreat.

Mr. Bradley: One of the contentious issues was that you would find it difficult to have so-called regular teachers of academic or semi-academic subjects who would be prepared to undertake the duties and responsibilities regular staff had carried out in developmental day care centres for so many years, with such a good record and with the approval of parents.

Hon. Miss Stephenson: Why should they not do that in the schools if a child, who is not within that classification, is a candidate for attendance at a school?

One of the principles in the implementation of Bill 82 was to bring the school boards together with all the agencies in the community to discuss the ways in which they could best support and provide the educational program for those kids. I see no reason at all why volunteers in those agencies and in other groups in the community should not be involved, or why the school board should not welcome the presence of those volunteers in the schools to provide assistance and support for the children who are going to be educated within the school system.

We should not be as exclusive about the school system, looking only to those who are employed by the school system to provide the services needed for the children. We have some marvellous examples of that throughout the province now. I hope to to publicize this so it is understood

that the school system is not a sanctuary to be invaded only by those with teacher qualifications or by school trustees, but that it can also be a part of the role and life of a significant number of volunteers.

Mr. Bradley: That has happened over the years.

Hon. Miss Stephenson: Yes, it has, and it will happen more often.

Mr. Bradley: In this specific case, the ultimate compromise you reached was preferable to what initially appeared to be the case. At this point, the parents seem to be happier than they were in the beginning, although I suspect the boards of education would have liked to have had the opportunity, under either Bill 82 or the Education Act, to buy the service from the local associations for the mentally retarded.

Hon. Miss Stephenson: You cannot buy an educational program from a noneducational institution.

Mr. Bradley: I understand what you are saying. Perhaps that is why the compromise you have reached is fine so far. There were some words that worried me at the time. I hate using this word and I do not mean to relate it to the minister, but the words allowed someone to weasel out of this agreement later on. You are not the kind of person—

Hon. Miss Stephenson: I do not think those are weasel words.

Mr. Bradley: I think they refer to those in the system now and cause one to say, "Watch out later on that they do not change that." It looks as if you are protecting the students just for now and later on there could be some problem.

Hon. Miss Stephenson: No. We are simply trying to suggest that many of the parents who now believe strongly their children should not be moved from developmental day care centres, may in the future decide they do want to integrate their children into the school system and then there will have to be a shift of those children from the developmental day care centres. We are not suggesting we are going to make that decision. The parents and boards together may make that decision and, therefore, we wanted that eventuality covered. I think you would agree that is an appropriate thing to do.

Mr. Bradley: From that point of view, if there is a choice and the parents feel that would be a more beneficial setting for the students, that option should be available.

Hon. Miss Stephenson: That is what is there. If that is weaselling, so be it; I do not think it is weaselling.

Mr. Bradley: I did not say you were weaselling; I said the wording would allow someone in the future to weasel out of it. I am trying to think of another word.

Hon. Miss Stephenson: No, we are simply trying to make sure all eventualities can be covered appropriately. We hope they will be covered by the educational system and by the developmental day care centres and the parents involved as well.

You were also asking about closing the gap in funding between elementary and secondary education. The gap keeps growing, and a whole lot of factors are involved in this. It is not just the salary range at the secondary school level, although that is still fairly significant: there is a differential of about 14 per cent between elementary and secondary teachers on average; I think it is around that.

Certainly the instructional costs are higher at the secondary level because of the significantly higher-cost programs; specialized programs such as shop and other courses. Plant operation is also significantly more expensive at the secondary level. Most of the schools are very much larger and more costly to heat and light and that sort of thing.

Mr. Bradley: But there are more elementary schools. I suggested that you help to close this gap by increasing the funding in the elementary system, not decreasing it in the secondary system.

Hon. Miss Stephenson: If the difference is expressed in 1970 constant dollars, there has been a decrease. In 1970 the gap was \$500 and in 1984 the gap, in 1970 dollars, was \$281.

Mr. Bradley: Yes, there was that trend, but I understand this past year it opened again.

Hon. Miss Stephenson: Maybe a tiny little bit, but certainly not significantly. It has not been our intention to open it. We simply have to look at the cost of providing the educational program and fashion—

Mr. Allen: From \$807 to \$843, that was the growth in the gap in the last year.

Hon. Miss Stephenson: We keep on trying. We will achieve our goal some time.

You wanted to know how well the Education Relations Commission was working. Do you want me to bring Professor Downie in? We can arrange that. I do not know whether he can be here tomorrow.

Mr. Bradley: We can certainly do that at a subsequent date, either tomorrow or on Monday, whichever is more convenient to him.

Hon. Miss Stephenson: I doubt we could arrange it for tomorrow. We might try.

Mr. Bradley: I have a concern there. I see you are appointing mediators who appear to be coming in—

Hon. Miss Stephenson: I am not appointing any mediators at all; the Education Relations Commission appoints mediators.

Mr. Bradley: Okay, the commission is bringing in mediators. Instead of arbitrators, who seem to be there on a longer basis, you have mediators who seem to be coming in on a daily basis. I am wondering if you have run out of money for arbitrators on the Education Relations Commission. However, I will ask him about that when he comes in.

Hon. Miss Stephenson: No, arbitrators are not usually appointed unless there is an agreement by both sides that they will go to arbitration. Mediation is the part of the bargaining process which precedes arbitration. Mediators are appointed for the purpose of concluding a collective agreement. Arbitrators are appointed for the purpose of trying to resolve the final details of a collective agreement rather than for the purpose of concluding one as a result of negotiation.

What are you really saying? Are you saying you do not like us appointing mediators? The Education Relations Commission is required by the act to appoint mediators after the fact-finder's report and after a certain length of time has elapsed.

Mr. Bradley: I would like to explore that too when we have a representative of the commission before us. I recognize this is a difficult chore for the Education Relations Commission. There appear to be far more disputes that are not being easily resolved in Ontario.

Hon. Miss Stephenson: There were 103 settlements as of November 23, 1984.

Mr. Bradley: How many nonsettlements?

Hon. Miss Stephenson: A fair number; 186 boards.

Mr. Bradley: There appear to be a lot of boards and teachers that are—

Hon. Miss Stephenson: I think we are at about a quarter of the total number settled.

5:30 p.m.

Mr. Bradley: There appears to be a lot of talk about the possibility of a strike or the possibility of sanctions on one side or the other right now. Of course, to a large extent it can be traced to your underfunding of the system which forces

boards to be stingy now, and we understand that. Teachers are not pleased.

I understand there are also problems with declining enrolment, which places pressures in certain areas, and boards are taking a tougher stance on certain noncompensatory items, although you can always talk about a cost associated with anything.

Anyway, I promised not to belabour this.

Hon. Miss Stephenson: We will see if we can get Professor Downie to come in.

Mr. Bradley: I will ask you my annual question about what criteria you use to appoint your fact-finders.

Hon. Miss Stephenson: Ask him; do not ask me. It is a part of the act that the fact-finder is to be appointed, as you know, under certain circumstances.

Mr. Bradley: A lot of Tory lawyers seem to show up on the list. I do not know whether that is because there are so many Tory lawyers around.

Mr. Chairman: Mr. Wiseman, do you have a supplementary?

Mr. Wiseman: I did not know the member was going to go off the subject he was on; I wanted a supplementary on that.

Mr. Bradley: Bring us back on, then.

Mr. Wiseman: I wonder why the costs are so different between the elementary and secondary levels. I know the wages are getting pretty close if they have the same qualifications, but as a layperson looking at the system today, I understand from checking that the same board that looks after elementary has fewer superintendents—they used to be called inspectors of education—while there are more at the senior level, and the senior level has more department heads in comparison to the department heads at the elementary level.

I used to think it was very important to get the basics, and if that is right, we should have an equal number of superintendents at the lower level. I wonder whether our regional offices go in to check those sorts of things or whether it is left entirely to the discretion of the superintendent of education or of the director of education and the board.

Hon. Miss Stephenson: It is left to the discretion of the board.

Mr. Wiseman: Does our regional office really take a look at it to make sure they have—

Hon. Miss Stephenson: We collect some information about it, which is shared through the publication of information about the numbers of

supervisory officers. One can divine the numbers of department heads in various boards as well.

Mr. Wiseman: If the superintendent is doing what I think he should do, he has some hands on time with those teachers, as well as with the principals and so on, to make sure they are bringing those students along.

Hon. Miss Stephenson: The role of a supervisory officer is defined in the Education Act in terms of the supervision of teachers within the elementary system and the secondary system. The act presumes that the professional capacity of those supervisory officers will prevail, that they will pursue their responsibilities in the way prescribed for them and that they will report the problems related to them to the director of education.

But the number, the division, the range and the frequency of such appointments is very much the responsibility of the board of education.

Mr. Wiseman: This brings me back to the \$800 or so difference—it may be a little more than \$800—between the elementary and secondary levels. I am guessing, but the boards' hands are probably tied; they cannot have as many superintendents at the elementary level, either because of—

Hon. Miss Stephenson: In most boards the supervisory officer functions on behalf of both panels in a subject area. For example, the English supervisory officer may function on behalf of the English teachers at the elementary level and the English teachers at the secondary level. They are not split in that way, so it should not be a problem.

Mr. Wiseman: It just seems to me that sometimes the secondary level gets top-heavy with too many chiefs compared to the elementary level, and I wonder if the difference of a little more than \$800 is the reason. I think it is very important that students get their basics.

Hon. Miss Stephenson: I do not think it relates to that.

Mr. Chairman: Next item.

Mr. McGuigan: Mr. Chairman, may I interrupt? I cannot be here tomorrow, and I have a question relating to one of the minister's answers. Would you give me a minute?

Mr. Chairman: Carry on.

Mr. McGuigan: It relates to the concerns people have about missing children and children not reporting to school at nine o'clock in the morning. In some schools, they have volunteers come in to telephone the parents.

I have had a couple of meetings about this. In Ottawa they said they had a very good arrangement with the school board, which allowed the volunteers to come in. At Hamilton-Wentworth they said it was against the Education Act.

Hon. Miss Stephenson: Balderdash.

Mr. McGuigan: From what you said earlier, I assumed that.

Hon. Miss Stephenson: Scarborough has a very good system in which they use both the personnel of the school and volunteers for telephoning. A number of such programs have been initiated by the home and school association or the Catholic parent-teacher association.

It seems to be most appropriately established at the elementary school level. It appears to be reasonably successful and is not perceived to be particularly intrusive. To my knowledge, there is nothing in the Education Act to say a school, using whatever personnel it wants to, cannot telephone the parent of a child who has not turned up at school to find out whether that child is ill or whether there should be concern because the child has not turned up. The parent-teacher associations and the home and school associations feel very strongly about this, and I support them.

Mr. McGuigan: One of the excuses Hamilton-Wentworth gave was that the schools did not want the telephone line tied up.

Hon. Miss Stephenson: I know that has been said in a couple of schools, but it does not seem to have been a major problem. All the telephoning occurs within a relatively short period immediately after nine o'clock.

Mr. McGuigan: Can I quote you on "balderdash"?

Hon. Miss Stephenson: There is nothing in the Education Act to prevent this from happening.

Mr. McGuigan: I presumed that.

Hon. Miss Stephenson: There are no impediments, as far as I can see. As I said, it is already working well in some areas. I think it is a great idea in this day and age when so many children disappear and there are split families. There has to be some kind of check to ensure that somebody is keeping an eye on the child. We know one of the reasons Scarborough moved expeditiously is because of the little boy who supposedly was at school and was not reported as "not at school" to his parents.

One of the problems is they say they have difficulty getting hold of the parents because the parents do not necessarily have a telephone

number, but it is not impossible to obtain a telephone number from most parents in that circumstance. I really think it is a good idea.

Mr. Sweeney: Depending on whether the request involved access to school records. Someone could—

Hon. Miss Stephenson: Nobody is suggesting there would be access to student records. That is not what is being proposed at all and that is not what the program is about. The program is simply to telephone the home of the parent to find out whether the child started off for school and, if the child has not arrived, whether there is a problem everybody should be worried about.

Mr. Sweeney: Those first few minutes are crucial.

Hon. Miss Stephenson: Yes, they can be vital.

Mr. Sweeney: There was a report of one school which had computerized all the parents' phone numbers. They punched in 26, 28 and 30 and the computer phoned the parents and said, "Do you know your child is not here?"

Hon. Miss Stephenson: Using whose voice, I wonder?

Mr. Sweeney: I do not know, but it can be done.

Hon. Miss Stephenson: Sure, it can be done. It can be done rapidly. It does not tie up the school telephone all day.

Mr. Sweeney: It can be a matter of half an hour.

Hon. Miss Stephenson: That is right.

Mr. Bradley: It is an excellent system and it is an indication people care about what is going on.

Hon. Miss Stephenson: It is also an indication the school is concerned about its relationship with the families. I think anything that enhances that is a super idea.

Mr. Bradley: I used to have them all telephoned by 9:20 a.m. I did not do it. My secretary did. I found it was a very good method for a variety of reasons.

Hon. Miss Stephenson: It frequently provides an open door to parents which you cannot achieve by other methods.

Mr. Bradley: That is right. In some cases it acts as a wake-up call. In other cases it is a different kind of call. It depends on where one calls.

Hon. Miss Stephenson: I am not going to touch that one with a 10-foot pole because I know what I am going to hear.

The Acting Chairman (Mr. Wiseman): It is true. You had better get that one in after the minister's remarks are wound up.

5:40 p.m.

Hon. Miss Stephenson: Mr. Bradley also requested some information as to whether the teachers are going to have the backing of the principals and the boards as a result of the development of school codes of behaviour. I cannot tell you whether they will have the immediate backing of the principals and the boards, but it has been a marvelous exercise. It has brought together parents, students, teachers and principals at the secondary school level in a way they have not been involved before. There has been enthusiastic participation.

In addition to developing the codes of behaviour, at least a couple of years ago we distributed material to all principals on the support on authority and discipline in the secondary schools. The Ontario Schools, Intermediate and Senior Divisions document supports it as well. They attempt to remind everyone that the principal has specific responsibilities, that he has the authority to carry out those responsibilities and that he can act in ways in which many principals have felt somewhat reluctant to act in the past.

The development of the codes of behaviour has been a very positive activity. We are going to share the information developed as a result of that through the Ontario education resources information system to try to establish the most effective strategies in relation to the establishment of good codes of behaviour in the school system. Then we should begin to share it at the elementary level as well.

Mr. Bradley: There is no question it is a positive step for the reason mentioned, that you have involved several sectors—the teachers, the principals, the public, the students and the parents. However, as I said, it ultimately requires the backing of the principal, the school and the administration of the board of education; I think that is the case most of the time.

In keeping with what we were talking about previously, there is a complaint I get from high school teachers. They say an excellent step in overall discipline would be to require students to be present to get a credit. I know OSIS aids in this.

Hon. Miss Stephenson: I think OSIS is very clear on that.

Mr. Bradley: It is clear, but it does not go as far as some teachers would like it to go in saying

one must be present to get a credit, that it is not enough to make cameo appearances or be there the certain number of days it says one has to be there before one is fired, to use work place terminology. Many of them think it is important to have students there.

First, it is helpful in that the student gets the schooling, the content and the experience in the classroom. Second, it is a preparation for life when we find that for most jobs our presence is required or we are fired.

Hon. Miss Stephenson: I thought the general statement in OSIS was fairly clear that the credits would be quite dependent on the participation of the student in classroom activity.

Mr. Bradley: How dependent? It sounds a little vague.

Hon. Miss Stephenson: Do you want us to say they have to be there 84 per cent, 95 per cent or 99.9 per cent of the time, or what?

Mr. Bradley: I think you have to be fairly precise.

Hon. Miss Stephenson: I do not think you can be fairly precise; for each individual circumstance, the principal or teacher at a school can make fairly precise requirements. However, I am not sure we can say that a child who has infectious mononucleosis, for example, cannot achieve a credit because he has managed to miss about six weeks of school.

Mr. Bradley: That is very legitimate; nobody would quarrel with that.

Hon. Miss Stephenson: Therefore, putting in a regulation about percentage of attendance might defeat the purpose. We are depending on the professional acumen of the principals and the teachers to ensure the appropriate guidelines for attendance are established at a school.

Mr. Bradley: This is another reason it would be nice to have a select committee on education. It could have on it teachers who are in classrooms on a daily basis. They could say to you, "That is fine, but here is the situation we face." All of us would benefit from that. I have been out of the classroom a long time; I would have a difficult time going back.

Hon. Miss Stephenson: You are suggesting the Ontario Teachers' Federation executive is not capable of providing that information to us.

Mr. Bradley: No, that is what you are saying.

Hon. Miss Stephenson: Is that what you are saying?

Mr. Bradley: You put those words in my mouth.

Hon. Miss Stephenson: The representatives of OTF meet with the staff representatives of the ministry on a regular basis about all kinds of things, including this.

Mr. Bradley: And I understand OTF supports a select committee on education as well.

Hon. Miss Stephenson: I have not heard that this week.

Mr. Bradley: They certainly do, and I do not think they change their minds from week to week. This week or last week, I think they would support that. That was just an aside.

Hon. Miss Stephenson: At any rate, we have turned the corner as far as the relationship between the acquisition of a credit and regular attendance at school is concerned. It was beginning to be something of a problem, but I think we have managed to turn that corner appropriately.

You also raised the question of regulation 262 on the maximum class sizes for students with exceptionalities. That is being reviewed at present. We are looking at the regulation specifically. If it is demonstrated that a board is exceeding the current class size maximum, that board is directed to comply. Until the review is completed, any reported cases of abuse will be dealt with on an individual basis.

Mr. Bradley: When do you expect that to be completed?

Hon. Miss Stephenson: I had anticipated we might have had it completed by September 1984. It is proving to be a little more complex than it was before.

Mr. Bradley: It would be nice to have it completed before 1985.

Hon. Miss Stephenson: It will be completed before 1985, because it will throw us all off schedule if it is not. We do not want to be off schedule. We are going to be off slightly anyway.

Mr. Bradley: I am pleased you are addressing that issue. I hope that it is addressed appropriately and that the committee finally reports.

Hon. Miss Stephenson: I answered the question about the Teachers' Superannuation Act. The answer was no, we are not contemplating any further changes this year.

Mr. Bradley: So you are going to allow the—

Hon. Miss Stephenson: May I remind you that the responsibility for the superannuation act and fund is now within the Ministry of Treasury and Economics. I will be glad to—

Mr. Sweeney: They have all the money anyway; it might as well be there.

Hon. Miss Stephenson: That is right; that is where the money goes to and comes from. Some \$432 million goes from Treasury every year into superannuation.

Mr. Bradley: I think they are pleased to receive the contribution.

Hon. Miss Stephenson: I think so, yes; I am convinced they are. You mean the teachers are pleased to receive the contribution? I know the teachers' superannuation fund is as well.

Mr. Bradley: I think the Ontario government also is pleased to borrow from the fund.

Hon. Miss Stephenson: Yes, it probably is as well. However, I remind you it is a two-way street and the employers in this case are not being burdened with the employers' portion of a significant pension plan. The taxpayers of the province are providing it through the provincial government. That is somewhat different from most other pension plans.

Mr. Sweeney: The taxpayers are the employers.

Hon. Miss Stephenson: In all circumstances, yes. But the direct employers are usually responsible for delivering the employers' portion and the direct employers are not—

Mr. Sweeney: The employers are only agents of the taxpayers.

Hon. Miss Stephenson: I suppose that is an interesting argument. It is circular, so we could go on for ever with it.

Mr. Bradley: Since the provincial government benefits so much by borrowing from this fund, I guess that is a—

Hon. Miss Stephenson: I am not sure it benefits so much more from this fund than from a number of other funds or from anything else. Neither am I sure it benefits more than any other provincial or other government does. There would not be a fund if there were not some use for the funds being deposited there.

Mr. Bradley: What does Hansard do when you are talking at the same time as I am, I wonder?

Hon. Miss Stephenson: It probably just gives up.

Mr. Allen wanted to know how many grade 12 graduates go to colleges of applied arts and technology. In 1979, 15.5 per cent of the grade 12 graduates went to colleges of applied arts and technology; in 1983, 20.6 per cent of all the grade 12 graduates went to the colleges.

Mr. Allen: The first was which year?

Hon. Miss Stephenson: In 1979, it was 15.5 per cent. That has increased gradually every year since then. In 1983, it was 20.6 per cent.

In 1979, the percentage of grade 13 graduates who were post-secondary enrollees in the CAATs was in the order of 13.9 per cent; in 1983, it was 12.3 per cent.

There has been an increase in the enrolment of grade 12 graduates and a decrease in the enrolment of grade 13 graduates.

5:50 p.m.

Mr. Bradley: Is that directly from grade 13?

Hon. Miss Stephenson: Yes.

Mr. Bradley: So there would be more now coming from the universities because because they are less inclined to gear their programs to job placement than the community colleges.

Hon. Miss Stephenson: I do not have that, but the number is not significant in that area. We can probably get that figure for you, but we do not have it right now.

Mr. Bradley: I wondered how that number would look in the light of the unemployment situation, because what has happened is that a lot of those from university, who are well educated but who do not necessarily have specific skills, have gone to a community college to get those.

Hon. Miss Stephenson: There are not a lot, if I may say. It is a number that is not insignificant but it is not the majority, not by a long shot. I will try to get that percentage for you for next week.

The enrolment of post-secondary students in 1983 was 21,458 for grade 12 graduates and 5,704 grade 13 graduates.

Mr. Allen was concerned about the introduction of technological education in kindergarten. I have to tell you that is exactly what we are hoping to achieve with the Icon Lexicon program at the kindergarten and grade 1 levels. We are attempting to introduce the programming, which is being developed and which is very much in support of that direction, and to introduce children at a very early age to the utilization of technology within the classroom at the kindergarten.

That is why the Icon Lexicon educational microcomputer is such an excellent system, because you do not have to have any capacity to spell or to type in order to use it. Using a track ball with symbolic indicators enables the very young child, who cannot read or write, to participate in the program, and we think that is important.

Mr. Allen: Are you also introducing the dimension of that program in terms of hands-on

experience with the Icon as related to specific artefacts that are of basic technological significance that can be manipulated and used in the classroom, or is it simply a viewing experience?

Hon. Miss Stephenson: No. The use of the Icon Lexicon is a hands-on program. Have you been in a kindergarten lately?

Mr. Allen: I read your kindergarten report last year on the survey and I got some disturbing impressions from that.

Hon. Miss Stephenson: There is one little school that is about next door to my house. The teacher is quite a good kindergarten teacher. On a regular basis, she has Meccano and Lego machines built and running in the kindergarten which the children are actively involved in using and moving and modifying under her supervision.

A lot of enthusiastic kindergarten teachers do precisely that. They do not leave everything to books and pictures and sitting down on mats and sleeping and drinking juice and eating cookies, as it was years ago. There is a good deal more active participation.

Mr. Allen: I am aware of that. I am wondering whether there is a curriculum. Is there a design or a thrust that co-ordinates the system; that puts it on some kind of plane of development for all kids?

Hon. Miss Stephenson: That is precisely the kind of thing which I anticipate will result from Ms. Poleschuk's examination of curriculum and goals and objectives in early primary education, which will be coming out this year.

Mr. Allen: Has the ministry looked at things like the West German kits?

Hon. Miss Stephenson: There is a Swedish one as well—it is not more sophisticated; they are very simple things, as a matter of fact, simple to put together. Are you asking if we have looked at whether boards should be supplying those to all kids?

Mr. Allen: Yes.

Hon. Miss Stephenson: Not at this point, because that is one of the things I am sure the study is going to be examining. Certainly the concern about science education extends not just through the secondary school but also down into the elementary school and to the very earliest years of elementary education.

Mr. Allen: As I understand it, technology is not part of the science curriculum earlier than grade 7; is that right?

Hon. Miss Stephenson: Not at this point.

Mr. Allen: Are you doing something systematically about that?

Hon. Miss Stephenson: You saw some of the simulated science programs that are available for students on the Icon Lexicon, and the use of that technology is one of the ways we are attempting to provide an introduction to scientific activity at an earlier level than grade 7.

Mr. Allen: But the technological component of a science program is not simply the same as the kind of experimental science we were dealing with in terms of the candles and so on. In some sense, what we have seen in the simulated classroom we had at the beginning of our sessions has been part of the science curriculum in any case.

I am asking specifically about an integrated and technological curriculum that begins in those junior kindergarten and primary years and continues through that period in which there now is a gap in the technological component in the science curriculum.

Hon. Miss Stephenson: What are you calling "technological component"?

Mr. Allen: Material that has to do with elementary physics, machinery, relations of gears and pulleys and all that, which comes later in the school system but which is quite manageable at a lower level. If children have a hands-on model to work with, they can quite easily work out problems they do not begin to tackle until somewhat later in the school system.

Hon. Miss Stephenson: Not conceptual and logical developments in an abstract way, but in a hands-on way it goes on all the way through the elementary school program.

Mr. Allen: You tell me that and, of course, the Science Council of Canada tells me there is not much of that kind of thing happening at all in the first years of school up to grade 7.

Hon. Miss Stephenson: I am not saying there is enough.

Mr. Allen: All I am trying to get at is, are you developing a substantial and sequential program that can be fitted into those earlier years of the primary and the junior—

Hon. Miss Stephenson: The capacity, the capability and the opportunity for doing that are already there.

Mr. Allen: I know about the capacity and opportunity. I am trying to find out whether you are filling it with something.

Hon. Miss Stephenson: At the elementary level we do not necessarily fill. We provide objectives and guidelines and allow the professional teachers in the elementary school systems to develop the programs that are most appropriate for the students they are teaching so as to meet the goals set for them in the established guidelines.

Mr. Allen: Yes, but you deal in curriculum development.

Hon. Miss Stephenson: We do not deal in curriculum development specifically at the elementary level. We deal in the broad guidelines that are necessary to ensure that students achieve a certain level of educational experience by the time they reach the end of grade 6, with some suggestions about the range and kinds of topics that might be covered. However, we do not provide the kinds of curriculum guidelines at the elementary level that we do, for example, for secondary schools or that we will be providing for grades 7 and 8.

Mr. Allen: Should you not in some respects undertake that when there is a major component missing in the provincial curriculum?

Hon. Miss Stephenson: I do not know. The philosophical position ever since Lloyd Dennis, has been that it was necessary, appropriate and probably the best kind of development to allow professional teachers at the elementary level to pursue the curriculum development that is most appropriate for their schools and their jurisdictions, given the broad general guidelines that are made available for elementary education. There are significant variations in the kinds of programs that are delivered; there is no doubt about that.

Are you not saying that you would like us to become very much more prescriptive about what is provided in the elementary schools in Ontario? That may happen—I cannot tell you at this point—as a result of Ms. Poleschuk's examination of the early elementary education program. We may find this is what is necessary.

6 p.m.

Mr. Allen: No. I am not asking you to adopt a new style of prescription. I am suggesting that when one detects there is a fairly significant component missing across the system, surely the ministry has a role to play in drawing together the teachers, the bodies that are relevant to supplying a need, and determining whether there is some significant integrated way of responding to the lack.

Hon. Miss Stephenson: We develop support documents and look at what has been developed in a number of board jurisdictions. There are

some excellent support documents for teachers in many of the boards. Then we attempt to share those throughout the system with all the boards so teachers will have the benefit of what has been developed by their peer group in a certain area in other parts of the province.

Mr. Allen: Good. Are you doing that in the area of technology?

Hon. Miss Stephenson: Yes. We are doing it in all areas, as a matter of fact.

Mr. Allen: Do you have something you can give me that tells me what you are doing in the area of technology?

Hon. Miss Stephenson: I do not know. I will have to look and see. We can look and determine what there is.

Mr. Allen: Can you get me something on that?

Hon. Miss Stephenson: I can get you the information that has been developed as a result of the provincial review that has been carried out

and the discussions we have had with the Science Council of Canada.

Mr. Allen: That is what I wanted to know.

The Acting Chairman: This might be a good spot to stop.

Hon. Miss Stephenson: I am never going to finish answering his questions.

The Acting Chairman: You are so thorough. You answered all the new questions we had there, although you still have quite few.

Hon. Miss Stephenson: Not quite all.

The Acting Chairman: We will meet in committee room 2 tomorrow because this room is going to be used until one o'clock and there will not be time to prepare it for us. We will meet in committee room 2 at one o'clock and we will sit until five o'clock.

The committee adjourned at 6:02 p.m.

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Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Education



Fourth Session, 32nd Parliament
Wednesday, December 5, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, December 5, 1984

The committee met at 1:25 p.m. in committee room 2.

ESTIMATES, MINISTRY OF EDUCATION (continued)

The Vice-Chairman: I see a quorum.

Interjections.

Hon. Miss Stephenson: We do not have enough time to get through all the estimates we have to get through now.

The Vice-Chairman: Now we have had that futile approach turned down, the minister may want to continue with her answers.

Hon. Miss Stephenson: Mr. Chairman, yesterday Mr. Allen asked—I may be wrong and it might have been Mr. Bradley; now I am confused—whether we could get figures on the number of students who had some university training or who had been graduates of universities before entering colleges of applied arts and technology.

We have the figures for 1983. The number of students with the secondary school graduation diploma, with grade 12 graduation, was 31,863 or almost 65 per cent of the total number of new entrants. There were 7,637 with secondary school honour graduation diplomas or 15.5 per cent. Those with some university experience were 2,079 or 4.2 per cent, and university graduates were 786 or 1.6 per cent. There were others for a total of 7,004 constituting about 14.2 per cent.

I have no record at this point of the pattern of university experience or university graduates as a portion of the total college enrolment except that it is my recollection it has not been increasing in the past two or three years. It was relatively higher a while ago than it is now.

Mr. Allen: Were these first-year enrolments or applications?

Hon. Miss Stephenson: First-year enrolments.

Mr. Allen: What was the year?

Hon. Miss Stephenson: September 1983.

Mr. Allen: First-year 1983 enrolments.

That means approximately 23 per cent of the college enrolment enters on an advanced status, in terms of educational qualifications, over and

beyond the grade 12 graduates who presumably will be in similar classes and will be in competition.

That was the question I raised in reference to the problem of a grade 12 graduate in the system finding himself in excessive competition and with reference also to those you do not want me to refer to as general level students. Only one out of every 25 who started in the mainly general level kind of program in grade 9 actually finds his way to the end of an Ontario college of applied arts and technology program.

Now I have the statistics, I guess the question is whether there is some importance in looking at either differential classes or differential programs in the college system for those who come from that kind of background. In other words, to facilitate the continued progress of those who do manage at least to get out of grade 12, let alone those who—

Hon. Miss Stephenson: We are moving into Ministry of Colleges and Universities estimates at this point, but one of the foundations of the current admissions program at the colleges, which is one of the subjects of criticism in the Liberal no-confidence motion, is the method of admission within the individual colleges where the requirements for the course are met by more students than there are places.

The use of the lottery has been one of the reasonably fair ways of solving oversubscribed courses. I think it has ensured in many instances that many of the young people who had secondary school graduation diplomas rather than anything else, received relatively fair treatment in terms of admission to those programs.

It has also, however, led to some circumstances within the college system where updated programs have been provided by the college system to meet standards which were perhaps excessively rigid for secondary school graduation diploma students within the college system. That is something about which we are concerned. We are most certainly looking very carefully at the whole admission policy activity of the colleges. The philosophy of the college system has not changed. It is an alternative for the graduate of the secondary school program who

does not wish, or has no inclination or is not academically oriented, to attend the university.

It is not a stepping stone to university. It is a specific means of education and training, primarily for employment purposes, for a considerable number of young people who leave our secondary schools. The mechanisms related to admission policies are very much under critical examination right now.

Mr. Allen: Are you examining this other question further? You said there were some minor mechanisms in place in the college curriculum and program.

Hon. Miss Stephenson: As a matter of fact, in a number of circumstances in the college system they would not be considered to be minor mechanisms. They are fairly major mechanisms to provide for the upgrading deemed to be necessary by some of the faculty members for admission to certain courses in the college system.

My concern, and what I am trying to tell you, is that not only is that happening, but as a result of the ongoing participation of college faculty members in the development of a curriculum for the potential college entrant, that is the student who will be studying at the general level within the secondary school system, we also hope to remove the need for that kind of activity at the college level for the student who has a secondary school graduation diploma.

Mr. Allen: I understand that. It goes some way to eliminating the weaknesses a grade 12 graduate has currently, in some cases at least, in going into the college system. What it still does not meet is the problem of facing the competition from those who have had grade 13 experience, those who have had some university experience and those who are university graduates. Almost inevitably, if they find themselves in the same classes, they will be taken off the top rung of marks and the standard of that class will be raised by the very practice of what happens in such a situation. Otherwise qualified students coming out of the grade 12 will find themselves severely disadvantaged and that is what I am concerned about.

Hon. Miss Stephenson: Are you suggesting double classes in the same program?

Mr. Allen: Not necessarily, but a student who comes into a program with university graduation clearly needs a different kind of access to advanced classes or to—

Hon. Miss Stephenson: Not necessarily. The student who has a university degree, and who is

coming into a course that bears absolutely no relationship to the degree he has from a university, may be at equal disadvantage with the student who has come directly from a secondary school program. It may be an area in which that university graduate has had no educational background.

That happens somewhat frequently since most of the students, it seems, who go to the colleges and who have some university background or a university graduation sheepskin have been graduated or have been participants in courses which those students perceive to be less than useful in terms of future employment. They have, therefore, tended to be arts programs and that sort of thing so they were not likely to have the kind of technically-oriented or specifically technologically-oriented experience the students require during the college program.

It is hypothetical to suggest the others are going to be at a disadvantage except perhaps in their capacity for intellectual pursuit.

Mr. Allen: I am not sure it is hypothetical. I think we both recognize there are spillover skills in terms of research, reporting and information that accrues that has a broad applicability in a whole range of studies. I can think, for example, of people preparing in the college system for journalistic activities or pursuits of one kind or another. There are programs, such as those, in which a student who has come through a university program and who has studied political science, or what have you, obviously has a significant advantage.

I am saying there appears to be no way by which that student will access that program at a more advanced or less advanced level. In short, a situation develops in which the average grade 12 graduate who enters that program is on the same competitive ground. I suspect it is a more widespread problem than you are now prepared to acknowledge.

Hon. Miss Stephenson: I do not know at this point, and I do not know that it is a widespread problem.

Mr. Allen: That underlines the main point I was making. The student who comes through the basic level programs, who mainly takes those subjects and who graduates with a grade 12 Ontario secondary school graduation diploma should be the subject of a pretty major study by the ministry in respect to where he has come from, where he is and where he is going.

Hon. Miss Stephenson: May I remind you that he was the prime purpose and the *raison d'être* for the establishment of the secondary

education review project. That has always been our primary goal in all activities related to the renewal of secondary education in Ontario. We felt we were doing a pretty good job as far as the academically-oriented student was concerned.

I think that has been borne out, but we were concerned whether we were doing a good enough job for the student who studies at the general level. That is very much the goal of the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines, and the goal of the activities in which we have been involved.

I know you disagree with some of the philosophical foundation which has been established as a result of that, but that really has been the focus of our activity.¹

Mr. Allen: We may disagree on that central point and that may be the nub of a very important question that needs to be examined. I think OSIS certainly has strengthened the program from the point of view of the academic students and those who are university bound, but it has done so marginally for the odd general level student who is now enrolling and trying to access.

Hon. Miss Stephenson: Its primary design is to strengthen the program for the general level student.

Mr. Allen: It is like a higher quality education in the secondary system, but I am afraid it simply leaves the much larger centre group behind in the process.

Hon. Miss Stephenson: I do not think that is so.

Mr. Bradley: It is going to discourage some of them. There is no question it will discourage some of them when you hit them with 16 compulsory subjects, recognizing you have some flexibility in there.

The member for Hamilton West (Mr. Allen) makes a valid point in that regard. To give the best students 16 compulsory subjects is no great imposition, but you are going to see some of those students leaving. One of the reasons they are staying in school now is that teachers are offering a very attractive program to them.

One of the other reasons, which is a negative, is that they cannot get a job so they might just as well stay in school. If the economy improves, a lot of the people who are discouraged with school—and your changes in OSIS for 16 compulsory subjects—are going to head out the door earlier. I know you will give them some other—

Hon. Miss Stephenson: It is not the establishment of mandatory subjects, it is the understand-

ing of the relevance and the value of the course which provides the stimulus and the motivation for students to continue to study.

Mr. Bradley: That is not what the teachers tell me and that is not what some people in education tell me.

Hon. Miss Stephenson: I think perhaps you should listen to the person who is responsible for all of this activity for a period of about four years.

1:40 p.m.

The Vice-Chairman: Is that okay, questions? You have been dancing around a bit.

Interjection: Why not?

Mr. Bradley: We are always happy to see the minister go to one of her officials to bail her out.

Hon. Miss Stephenson: I do not need to be bailed out, Mr. Bradley, but I think you could benefit from the expert advice of Mr. Green.

Mr. Bradley: There is no question about that. I have always been impressed with the advice of Mr. Green.

Hon. Miss Stephenson: Thank you.

Mr. Green: Mr. Chairman, I think what is being talked about is a suggested dichotomy that is not—in my view, and on the basis of the year and a half of submissions that we had—borne out in the work place. I think there is a sense in which the so-called academic subjects are applicable to academic people. There are people who are academic, and people who are nonacademic.

The representations made to us by both employers and parents indicated that what was going to be required in the future, which was indefinite for everyone, was an ability with language and with numbers. Translated, those are, perhaps simplistically, English and mathematics, or French and les mathématiques. Those were the underpinnings for all the other learning—including the technological subjects, because no one could tell us where those were going to wind up.

There was a request for an increasingly sophisticated ability to change direction—witness the introduction of word processing as a specific—and an ability with both language and numbers to cope with the retraining that was going to be required. That translated into a pretty traditional-looking educational system, and the basis upon which education has rested, as near as I can gather, for about as long as it has been around.

In addition to that, there was a request to accommodate societal concerns within the curriculum. Some of these are perhaps contentiously accommodated. None the less, the question of

the role of the educational system in carrying out or helping to effect national policies was a major concern.

Two national goals emerged as requiring a lot of attention. The first was the acquisition of a second language, such as French, or at least a familiarity with a second language, on the part of much of the population. The second was the question of national health and fitness.

Strong representations were made that if those were not visibly and compulsorily addressed in the school system, then the thrust behind those national goals would be dissipated considerably.

Translated, that means you wind up with a list of compulsory subjects, but the real core of the revision is dependent on the curriculum guidelines. You are recognizing there are people who come to those subjects in different ways. It would be delightful to think—and, indeed, one of the dilemmas in allocating the specific subjects compulsorily is that one appears to give a protective tariff to teachers in one subject as opposed to teachers in another subject.

Goodness knows we have spent some years, and I think relatively successfully, in dealing with the concept of language across the curriculum. I hope the thrust will not be blunted by this.

This is not a new concept. When I began teaching, I can remember people preaching the gospel of “every teacher is a teacher of English.” We discovered that yes, indeed, they are, but some are good teachers of English and some are not.

Consequently, addressing that through the subject specialist in that arena seemed logical. However, we recognized the job that had been done in the development of curriculum, particularly subjects that were being studied at the general level, was not very good. You will recall that curriculum development was felt to be best placed in the hands of local schools, and teachers with very broad guidelines. Their attention, rightly or wrongly, was better addressed to the extremes in both cases than to those in the middle.

There was a vagueness about the curriculum, in all subjects at general levels, that is being addressed through the current guidelines. I would anticipate that the academic subjects “are not exclusive enterprises for those destined for post-secondary education, let alone university education, but rather should become a commonplace with all individuals and should be grappled with at a level and in a context that is relevant to them.” That means if the teaching of English

literature remains a valid concept for students who are studying at the general level, it may omit some landmark pieces of classical literature that would surprise us.

It is with that view and intent that the guidelines are being reaccommodated. However, to say there are academic people and nonacademic people is to continue a stereotyping of individuals that I hope would not continue.

Mr. Allen: I appreciate the wisdom and experience of Mr. Green, but I do not think I have learned anything new about the Ontario Schools, Intermediate and Senior Divisions curriculum or the school system in the last two or three minutes. If you are interested in national goals, why do you not start French in junior kindergarten?

Hon. Miss Stephenson: Many school boards do; it is not mandatory.

Mr. Allen: How many do? How many do it by grade 1? If you are going to talk about a national goal—

Hon. Miss Stephenson: I think it is about 40 per cent in grade 1 and 80 per cent by grade 6 and 100 per cent in grades 7 and 8.

Mr. Allen: The other national goal you mentioned was health and physical fitness. The introduction of the OSIS program in many of the schools is arriving coincidentally with a switch to the semester system. In our locality for example, I discovered that you now can only take physical education for half the year because it is not a subject. It is parcelled out in two semesters and you get all your physical education credits in a whopping big section of your curriculum in the first or second semesters; the rest of the year you sit around and vegetate.

Hon. Miss Stephenson: You do not have to.

Mr. Allen: Of course you do not have to.

Hon. Miss Stephenson: You are suggesting—

The Vice-Chairman: You were doing so well; let us get back to the nice tone you two had.

Mr. Allen: You know very well every kid cannot and does not get involved in extracurricular sports.

Hon. Miss Stephenson: I was not suggesting extracurricular; I was suggesting curricular. There are 14 areas still uncommitted in the 30-credit requirement.

Mr. Allen: If you are trying to take a broad cross-section of the program the school offers, you are not going to tie up 25 per cent of your year in physical education, because under a semester system you have four options in the fall and four in the spring. No one in his right mind

would go after the goals in literacy and numeracy Mr. Green has told us about and tie up 25 per cent of his program in physical education.

My son cannot take physical education throughout the year to provide the tonic everybody has emphasized is so important to academic learning and everything else—the other kind of learning in the school system. All he can do is get a huge block or bulge of physical recreation activity in one term of the year; that is it.

Hon. Miss Stephenson: There is no rule that says in the semestered system they cannot provide one half of the physical education credit in one semester in one half of the year and the other half in the other semester.

Mr. Allen: However, you know how often that rules the timetabling.

Hon. Miss Stephenson: No rule at all; damn it, timetabling is an art. All kinds of skills and machinery now are available to apply that art appropriately within the secondary school.

For goodness sake, you are not limited to a pencil and a piece of paper any more. You have all kinds of capacity to use every sort of permutation and combination to achieve what you need for curriculum establishment within a school. Let us not say it is something that is absolutely rigid. It is not, does not need to be and should not be.

Mr. Bradley: Then why are principals saying it is so difficult?

Hon. Miss Stephenson: It used to be difficult when they were doing it with a calendar, a pencil and a piece of paper.

Mr. Allen: You know they are not doing that now.

Hon. Miss Stephenson: I know they are not doing it now, but I am afraid the mindset is still very much in the direction of—

1:50 p.m.

Mr. Bradley: I am sitting here with comments forwarded to me by a principal who was talking exactly about this, about what Mr. Allen has brought to your attention. This principal has been a principal for quite a while.

Hon. Miss Stephenson: What does “quite a while” mean?

Mr. Bradley: He is a good Progressive Conservative supporter. I will not give you his name.

Hon. Miss Stephenson: I was not asking that; I was asking what “quite a while” means.

Mr. Bradley: He has been a principal for probably at least 15 years now. He has been

involved in education and administrative work. He is expressing the same concerns as are being brought forward by the member for Hamilton West at the present time, and he is saying that timetabling is not as easy as you say it is.

Hon. Miss Stephenson: I was not saying it was easy; I was just saying it was possible.

Mr. Bradley: He is also encouraging you and your ministry to consult with the headmasters more than you do now or to allow meaningful input.

Mr. Allen: We went through that; we have had our rounds on that one.

I am suggesting something that in another way is borne out by this study that was done in 1980, Holding Power, by the Ontario Secondary School Teachers' Federation, when it observed that the traditional school with the year-long program had significantly better holding power in retaining students at school.

I think this raises another question about the interaction between the OSIS reforms and the tendency to move towards the semester system. But I come back to what I think was the centre of Mr. Green's remarks, and that is that I was trying to make a distinction between people who are academic and people who are not academic.

That is not what I am trying to do. I recognize exactly what you are telling us with respect to the needs of employers for literacy and numeracy from everyone who comes out of the school system whom they are going to be employing; that is a perfectly legitimate national goal, it is a perfectly necessary business requirement, and it is the objective of the school system to provide that.

What I am saying is that we have had the Ontario academic courses thrown into the system, especially with the university-bound crowd in mind, and they have had special input from the universities to ensure that they are geared to their ultimate objective; we went through that yesterday.

What seems to be happening in all of this is that in the last four years of the school system we are trying to catch up problems in literacy and numeracy that are generated throughout. We are throwing five English courses on to the backs of kids in the last four years, and we know that English is one of the areas in which the students in the middle and at the lower end of academic accomplishment have often found difficulty. Surely that is an inordinate burden to put upon them.

I am not suggesting that you say, “This person is academic, that person is general and never the

twain shall meet," but for analysis purposes it is possible to say there is a group of students who mainly take general-level courses and who have taken general-level courses; they can be studied as a distinct group and their backgrounds and destinations can be tracked. They can be identified in that sense, not that everyone in that group at any one time stays there or does not drop out or move into another track.

Hon. Miss Stephenson: We have already done some of that, and there is more of it going on. The research that has been carried out by Dr. King is very much directed in that area.

All I have been trying to say to you is that we recognized that instead of using diluted academic or advanced level curriculum for students who were studying at the general level, it was necessary to develop the appropriate curriculum for those students specifically. That is precisely what we are doing for the students who are studying at the general level, knowing that there are those who will move in one direction or another in subject interest and subject activity.

Mr. Allen: Pardon me if my memory is wrong, but I understood in last year's estimates that you could not tell us specifically what courses at the general level were being re-developed or developed—

Hon. Miss Stephenson: All the programs are.

Mr. Allen: —who was developing them, or what their nature was. Now you are saying that is precisely what OSIS is all about. You have lost me.

Hon. Miss Stephenson: I was trying to tell you the objectives of the development last year.

Mr. Allen: We know about the Ontario academic courses. What is this other?

Hon. Miss Stephenson: The three levels of difficulty for the teaching of any subject in the secondary school system in Ontario are basic, general and advanced. Precise guidelines are being developed for three levels of difficulty for those subjects.

Mr. Green: If I may—

Hon. Miss Stephenson: Yes, you may.

Mr. Green: Most guideline documents coming out from now on will include a curriculum from grade 7 to grade 12 and will also include the OACs. It is intended to publish as many as is practical in a single document. That is not practical for some of the documents that grow too large in that respect.

To the extent it is practical, the continuum of curriculum from grade 7 to grade 12, and the

OAC developed in the spans from grade 9 to grade 12 at three levels of difficulty, will be articulated in a single document. I do not know if that clarifies it.

Hon. Miss Stephenson: Very much. The three levels of difficulty are recognized and the curriculum development is directed to these three levels, rather than attempting to use one set of curriculum guidelines and modifying them as the teacher sees fit in order to solve the problems.

That was not always the standard pattern in the past, but it very frequently happened. That kind of activity led to our concern about the students being at the general level of difficulty. We are very much involved in the development of guidelines to meet the needs of those students.

Interestingly enough, the kind of concern you are expressing is not a concern now shared on a very wide basis. I was impressed with the numbers of representatives at the Organization for Economic Co-operation and Development meeting who had had traditional educational programs for students that we would consider studied at the general level, which were very strongly technically oriented and very light on activities related to what might be considered to be academic in terms of communication. They might have a fair amount of math in them but very little else.

Almost all the countries that have been going in that direction are very seriously reconsidering their secondary school education program right now. They recognize that the kind of education they were providing earlier, which usually provided a relatively limited academic foundation and a fairly narrow technical or technological focus, were programs that were leading many of those graduates to almost certain eventual unemployment. The students did not have sufficient foundation to learn the things they needed to learn to change the directions that were obviously going to be put upon them in the future.

They are all talking now about the goals of the secondary educational system, particularly what they call their senior secondary system. That system should provide not only the foundation they say is absolutely essential in terms of literacy in language and numbers and at least some understanding of science, but also the capacity to learn how to learn what it is they need to know. That theme was probably the overwhelming message of the latest OECD meeting of ministers of education.

It is not something we are doing alone. We are trying to anticipate the needs of students not only

this year, but also in 1990 and 1995 and into the years 2000 and 2001, when probably the only constant we will be able to see in our society will be change. They have to be prepared to deal with that. There is no better foundation for the capability of dealing with change than some solid understanding of how to communicate effectively and a solid understanding of the kinds of mathematics you need to have to move in whatever directions you choose.

2 p.m.

Mr. Allen: I understand all you are saying. I suppose the proof will be in the eating of the pudding. I can see that. What has concerned me to date is that there has been some significant displacement of a couple of areas of learning that are highly significant. I mentioned them in my opening: technology and family studies in particular, and some business studies.

If we overload those last years with subjects, a significant portion of students now staying in the schools will have some difficulty accepting it. In an earlier era, not as many students stayed through the system. We are likely to find ourselves back in the same boat. They will not complete programs they cannot handle.

Hon. Miss Stephenson: If they find the programs interesting and challenging, and very much to their point of view and understanding, surely they will be able to handle them. They will be able to accept them much more readily than they have in the past, when there was little chance they might—

Mr. Allen: I hoped that would be the case, and that it could be done without their choosing to eliminate other studies that are equally important and ought to be maintained strongly in the curriculum.

Hon. Miss Stephenson: We most certainly felt every student at the secondary level should have an opportunity to participate at least once in a technical or technological program because we wanted to ensure the range of activities was reasonably broad.

Your next question related to the technical studies and family studies program. We perceived the real difficulty as we gathered the information and learned the problem was not universal but was in fact limited and seemed to be concentrated in the areas in which there was a peculiar emphasis on the acquisition of large numbers of credits in the first year of a secondary school program.

When that happened, there was a very significant drop in the participation in family

studies and particularly in technical studies. Where there was much more flexibility with respect to the acquisition of those credits in the secondary school, there seemed to be much less problem with the drop in enrolment. I think a great many of the headmasters have discovered that was part of the problem and have modified their approaches to the timetabling of the curriculum for grade 9 students.

Mr. Allen: That was your explanation to us late last spring and early summer when you began to respond to that issue. My only comment is I do not think it was quite fair of you to have laid the burden on the local boards and principals in terms of disseminating information about how that enrolment process ought to take place.

Some of your own material went out with the advice that students should get compulsory subjects out of the way as early as possible.

Hon. Miss Stephenson: Yes, I think there was one sentence that leaned in that direction. It was not that explicit, but it was assumed to be so. As soon as we recognized that, we tried to share the information. However, that is really not what was intended, although it was something the headmasters had to keep in mind for a great many students.

Mr. Allen: Do you anticipate students going into grade 9 next year will be governing themselves by somewhat different criteria as articulated by local boards, principals and themselves?

Hon. Miss Stephenson: I think the curriculum arrangement in many of the schools that had difficulty will be different in 1985 from what was established in 1984. I am also aware there is going to be a very great demand for technical studies in a number of grade 10 programs in secondary schools this year.

Mr. Allen: That is as long as they do not fail their English and have to repeat it.

Hon. Miss Stephenson: Yes. One would anticipate the English program is appropriate for them so their chances of failure would be minimized.

Mr. Allen: We all hope that.

Hon. Miss Stephenson: It is not just a hope; that is our goal.

Mr. Allen: We have all hoped that and nothing happened. We all hope we will realize our goals.

Hon. Miss Stephenson: All right.

The Vice-Chairman: That was short.

Hon. Miss Stephenson: Regarding the effects of streaming on students, particularly in North York, Mr. Allen suggested the system is not structured for the benefit of students who are not of Anglo-Saxon origin or born in Canada.

The multicultural policy of the ministry—which I think has been well distributed and well discussed within the school system for a number of years, and is a part of the direction of the Ontario Schools, Intermediate and Senior Divisions document, certainly a very significant part of the guidance guideline developed last year—attempts very much to meet the concerns of those students who have come to Canada from other countries, whose first language is perhaps not English and whose cultural background is not the same as that of students born in Canada.

I know there is a great deal of concern on the part of teachers that they are being accused of being involved in streaming, which they really do not believe they are doing. I am aware that they feel rather strongly about being labelled pejoratively with a kind of action which they believe is unfair at the present time. Perhaps some of that is true; a considerable amount of it may be true. However, I am sure it is more difficult for some students.

For example, some of the students in North York come from the islands and have an entirely different cultural attitude towards education. In many instances, education has not been compulsory at the elementary level for their families. The family attitude towards education is not the same as it is here. It provides an additional burden for the teachers and the school system to try to change that.

However, it also provides a very real opportunity and a very real challenge to involve the parents of those students in the school system in a way that allows them to understand the cultural direction of schooling in Ontario. I hope it helps them to become more comfortable in their relationships with the school system.

This has not always been very effectively carried out, nor has it been as successful in the past as one might have hoped. However, I think the activity going on now, with the outreach programs, has been much more successful. It is not a problem that is being swept under the rug at the present time. We have certainly been attempting to address it.

Mr. Allen: I do not have the impression that it is being swept under the rug. The fact that it has had a fair amount of open publicity in the course of the last year is evidence of that. I quite accept the fact that the guidelines and the language of

the ministry on the problem of the ethnic issue and cultural problems in the educational system are very progressive and forward-looking.

There has been a substantial measure of accomplishment along that line, in everything from classes in English as a second language to special class arrangements in the system to meet the needs of many of those groups.

None the less, what struck me about the North York situation regarding black students was that there was a virtual crisis of rather large proportions involving that group. I wonder whether you have had any specific consultation with the North York Board of Education about ways in which you can be of help in addressing that problem, and whether there are special needs that require your consideration in order to help black students in that jurisdiction.

I know there are multiple problems in that area. For example, I gather that the simple use of their particular dialect in the classroom is a very controversial issue. However, in their homes they do not have a family setting that has come through our educational structure and the attitudes it tends to engender in our culture.

2:10 p.m.

The parents themselves often lay a very heavy demand upon the children. They look to the educational system as a way of launching their children to stellar heights, if you will, that are quite demanding. Caught between the two, the children are in a very difficult situation.

All of it seems to call for some pretty major attention on the part of both the ministry and the board. I wondered whether, in your own way, you were involving yourself in that issue in order to address their needs in a more effective way.

Hon. Miss Stephenson: We have most certainly been involved in attempting to assist them with the development of guidelines and with a good deal of consultation from time to time. The central regional office is involved on an almost daily basis with the boards in Metropolitan Toronto, addressing matters of specific concern such as this one.

The boards themselves have also developed some interesting concepts and ideas about ways in which they can most appropriately address the matter. They have shared a fair amount of the information among themselves. From time to time, I have been the recipient of that sharing and some of it looks very useful.

It is a matter that is frequently different for boards in different parts of the province. The basic problems may be somewhat similar in their outline and form, but the means of addressing the

problems may be quite significantly different for many of the boards. It is not always possible to develop a format that is universally appropriate for all of them.

Certainly, English as a second language dialect is one of the programs that has been very much a part of the attempt to address the difficulties of children, particularly those from the islands. There are a number of other programs as well. However, I think the boards are recognizing it requires a real sense of co-operation and participation between the school system and the home situation in order to try to foster the appropriate kinds of expectations for all these children.

I have some pet theories which, as a nonpedagogue, I should never dare to launch. However, I have discussed them with some teachers and I think perhaps some of the principles that have been gained in terms of adult educational programs would be extremely valuable for some of the adolescents who seem to be having great difficulty in North York, for example. We had discussions about that. That has been very much a personal, eyeball-to-eyeball discussion by those who are actually involved in developing programs at the local level.

Mr. Allen: I cannot say I am personally worried about nonpedagogues' theories and proposals in situations where pedagogues seem to be having so much difficulty. In North York, as you understand it, are there special programs relating home to school, particularly for the black community and which, by your measurement, are successful and quite involving for the community?

Hon. Miss Stephenson: Yes. It is interesting that some of them seem to be quite successful, and some that are relatively similar in structure do not seem to be nearly as successful. I cannot give you any rationale for that or any logical foundation for the difference. However, in some areas they really do seem to be working very well.

The school outreach program has been quite successful. It has involved the use of services of individuals within the community who have the capacity to bridge between the two. Certainly the grant structure for school boards provides additional funding for purposes of attempting to deal with many of these problems and special factors.

Mr. Bradley: There was an editorial in the Toronto Star on November 26, 1984, which you will recall. It was on this matter. It dealt with what they perceived to be special needs and special problems encountered by black students,

particularly in North York. They made certain suggestions, but they came to the conclusion they would need more information. Their thrust seemed to be that a very comprehensive study on the part of the boards, perhaps assisted by your ministry, was needed.

Hon. Miss Stephenson: I think the information is currently being collected.

Mr. Bradley: They suggested certain proposals which may or may not be needed. If you were looking for a crash program, they suggested certain things such as getting more social workers involved and bringing in black lawyers, doctors and computer programmers, again looking at role models and so on.

They also identified problems with the expectations of certain people who were doing the teaching. They saw all those, but they did not jump to a conclusion that there should be quick fixes. They wanted to know exactly where all those students were and what the progress really was.

As Mr. Allen has pointed out, time is also important. Although we cannot rush, it is nice to know a study is going on and information is being accumulated so that we can come up with something relatively quickly. We understand what happens when there are social problems in schools and students become resentful and frustrated. There are problems that are more of a social and perhaps police nature which could be avoided if the appropriate steps were taken in the school system.

I know that may put undue expectations on a school system. Heaven knows, we have a lot of high expectations as to what schools can do. As you have said on many occasions—

Hon. Miss Stephenson: They cannot do everything.

Mr. Bradley: —they cannot do everything and we are putting too much on the school system. Nevertheless, those expectations are there and where they can be met, they should be met.

Hon. Miss Stephenson: One of the interesting things North York has been involved in is using the interagency council in the municipality for purposes of providing support services in the relationship that is necessary to assist in keeping the children going in the appropriate direction to permit them to attend and benefit from school programs.

That has been a very useful exercise. The multicultural co-ordinator has been very much occupied with the task in relation to black students in the northwestern part of the com-

munity, not only in developing information but also in establishing some useful ideas for programs.

I think two more from Mr. Allen brings us to the end of the questions.

Mr. Allen is concerned about those who enrol in continuing education who are already educated. It is a universal finding that those who involve themselves in continuing education frequently have had some kind of educational background and will attend institutions where they feel relatively comfortable. Those who have been to universities tend to take continuing education programs at universities, those who have been to colleges tend to do it at colleges and those who have been at secondary schools frequently to do it at secondary schools.

If I am not mistaken, there are also about 1,000 additional agencies in the province that provide continuing education of various kinds. Millions of Ontarians are involved in continuing education. Their backgrounds range rather widely. I think it is a truism that anybody who has attended school is more likely to be interested in attending school or participating in an educational program. I am not sure anything we do is particularly going to change that.

Our goal has been to try to ensure that any person in Ontario who wants to have a basic education is encouraged and assisted in achieving that basic education through the school system without additional cost.

As I said, I do not know how we are going to change the attitudes of human beings. As we encourage more people to participate in greater degrees of educational programs, we encourage more of our students to stay in the secondary system until they graduate—or at least to participate.

The number participating in secondary schools compared to 40 years ago is phenomenal. As that number increases, and it will, those individuals will want to participate in educational programs because people are beginning to understand that learning is living and that it is useful and helpful to do that.

Our goal is to try to make sure they all acquire some curiosity and enthusiasm for education throughout the school system and throughout the period of time in which we have some involvement with them in order to stimulate their participation later.

2:20 p.m.

Mr. Allen: I have no problem with the ministry's concern, especially to support adult basic education, credit education, as a major

component of the continuing education programs delivered in the province.

What concerns me is the phenomenal drop in the number of people involved in noncredit education from the point of view that often those were the people who did not have the requirements to go on into other kinds of formal credit education. They were, on the one hand, quality-of-life programs in the north, the northeast and the northwest, especially where the delivery of service is more limited than it is elsewhere.

Most of those thousand other agencies function down in south-central Ontario rather than in some of those other communities, so the options for participating in a continuing education program are obviously more limited in those areas, yet that was where the disaster struck most in terms of the shifting of your criteria.

With regard to fostering in families that sense of family involvement in an educational enterprise, it spills off so nicely on to the kids to see mom and dad go off to this class and that class. Even though it may not be a formal credit course or what have you, none the less the fact that they go to a school and are present in an educational institution sometimes closes a sort of gap there, provides a model for the kids and so on.

From that point of view, I would have thought the noncredit education programs in the continuing education programs attached to the school system ought to have had some really significant priority, more than your decision appears to have given them.

Now that you have, in effect, wiped out a substantial pattern of continuing education in so many communities—in the northwest and northeast in particular—how do you propose, in your educational concerns in the large sense as I have just framed them, to fill that gap? I do not think you can simply absolve yourself of responsibility in that area.

Hon. Miss Stephenson: I would think, in all fairness, that if one looked at the responsibility of the Ministry of Education in Ontario, which is really the responsibility for schooling at the elementary and secondary levels, if one looked at the numbers of individuals said to be functionally illiterate in the province and if one looked at the fact that we do not have unlimited sources of funds available to us, one would have to establish certain priorities within the funding mechanisms available to us for distribution to the schools.

What we actually did was to take the funds that had been used for the support of a rapidly multiplying family of noncredit courses, which included everything from cordon bleu cooking to

witchcraft to how to bet at the racetrack, and to redistribute those funds through the system in support of basic education.

Mr. Bradley: You are choosing the extreme cases.

Hon. Miss Stephenson: There were some of those, I have to tell you.

Mr. Bradley: Some of them, but you always choose the most extreme.

Hon. Miss Stephenson: I am just following your pattern when I do that.

Mr. Bradley: No. I am very moderate.

Hon. Miss Stephenson: But we redistributed all those funds into the education system for the support of a basic educational program at the elementary/secondary level and for credit courses for those people who required that kind of upgrading in order to achieve some economic stability or some improvement in their capability to participate in training programs. That is precisely what we have done.

If that is the wrong thing to do, then I will stand guilty of having done the wrong thing. I do believe that when lots of money is available and we do not have to worry about making sure we deliver as much as we can in support of basic education, then I will be able to be as generous as possible with noncredit courses. But there are other agencies, there are other associations, there are talented people within communities, no matter how small the communities are, who could use the school facilities to provide all kinds of stimulating learning experiences for their fellow citizens if they were encouraged or titillated to participate in that kind of activity. That is what we have been trying to do.

What we have done as a result of our provincial review, following the decisions that were related to funding, is to establish an interministerial committee which is looking at the provision of that noncredit kind of activity, perhaps using the school system again, through the areas that were particularly hard hit by the funding decision which I think was absolutely necessary. I am sorry, but I think it was necessary.

Mr. Allen: Others besides myself dispute that.

Hon. Miss Stephenson: I should have been delighted to have reduced rather significantly the general legislative grant for a number of a small schools in northern Ontario that were trying to provide secondary school programs.

Mr. Allen: Let us not jump out of the frying pan into the fire.

Hon. Miss Stephenson: I am not jumping out of anything.

Mr. Allen: Yes, you are.

Hon. Miss Stephenson: No, I am not. I am trying to tell you there is not an unlimited amount of money.

Mr. Bradley: There is for Suncor and for land banks and for advertising.

Hon. Miss Stephenson: We would never get that, you know that. That is idiotic, James, for heaven's sake. We have \$434 million, if we could get our hands on it.

Mr. Allen: Nobody argues that there is an unlimited source of money somewhere that could be poured into this enterprise, but there are people who raise the question of whether this province ought not at least to be spending a national average amount of its gross provincial product on education. In no sector of education is that happening at this time.

It is not a case of there being unlimited money. It is a question of there being priorities and whether more money could be directed—

Hon. Miss Stephenson: Yes, there were priorities and we directed our attention to those priorities we saw as our concerns.

Mr. Allen: You may well have seen this—a study done by the Workers' Education Association on user-pay policy.

Hon. Miss Stephenson: Yes, I have read it.

Mr. Allen: There is a very interesting paragraph that I think is right to the point. It says:

"Few people I talked with denied that changes needed to be made in the way funds were being given by the Ministry of Education for noncredit courses. What has caused so much distress and anger is that the ministry policy changed suddenly from generous funding for noncredit courses to no funding at all for these same courses.

"Why, I was asked many times, didn't the ministry take a middle path and provide stricter guidelines while lowering the amount of funding? That path would have required the school boards to better manage their noncredit programs but would still have allowed the boards to offer most of the same programs without such a drastic rise in fees."

Hon. Miss Stephenson: May I respond to that?

Mr. Allen: That seems to me a reasonable proposal.

Hon. Miss Stephenson: May I respond to it right now?

Mr. Allen: Go ahead.

Hon. Miss Stephenson: I have been minister for almost six and a half years now. In the first three years of that responsibility, we had a considerable number of meetings with school boards and with representatives of school trustees associations, directed specifically to attempting to resolve the problems related to the expenditure of what appeared to be fairly large amounts of money on noncredit courses. A heck of a lot of consultation went on.

Mr. Allen: I did not say it did not.

Hon. Miss Stephenson: There was a great deal of consultation. We could never achieve any kind of pattern of agreement about the way we should go. Therefore, we announced—I think 18 months before we actually did it—that we were going to shift away absolutely and directly from the funding of noncredit courses to the funding only of credit courses. That announcement was made. We had discussions with the boards thereafter and they were given the time frame and everything else in order to accommodate it.

The policy was not dropped like a thunderbolt from heaven. I do not know how many years before I became minister it had been talked about. It was probably about 10 years, because it was a growing problem.

Mr. Bradley: It surprised many people who ultimately heard the announcement. We had one person whose job disappeared—actually, he came over to the ministry—because of this thunderbolt that I would say did not come from heaven, but from—

Hon. Miss Stephenson: Being given 18 months' notice is scarcely a thunderbolt.
2:30 p.m.

Mr. Allen: I think the drift of this point was not simply that it surprised people—and apparently it did, whatever you say about 18 months—but that the course of action you followed switched from what obviously was a pretty generous regime and one that did not have strict guidelines, to one in which where there was no money and you did not have to make guidelines. Why did you not reduce the money and impose guidelines, and require the boards to do likewise?

Hon. Miss Stephenson: As a matter of fact, we looked at that at one point and determined that if we were to do that, a couple of the boards would have devoured all the money that we would have had for continuing education of the noncredit variety. They were quite capable of consuming every bit of it.

Mr. Allen: What you are telling me, when you bounce it down the decision-making line, is that you have not been able to get national average funding with regard to the percentage of the gross provincial product devoted to education.

Hon. Miss Stephenson: No. I am telling you that when we had to make decisions about the ways in which we would ensure that there was appropriate funding for credit programs—which is specifically, by legislation, our responsibility—it was necessary to take some fairly dramatic action. There was a great deal of consultation before it happened, and a great deal of time elapsed from the time the announcement was made to the time it was actually implemented.

We have done a provincial review, as I have told you. We have also set up an interministerial committee involving Citizenship and Culture and Tourism and Recreation, to try to accommodate specifically the needs of those in northeastern and northern Ontario, where the problem seems to be of a fairly major proportion. We want to try to provide some means of noncredit interest and activity.

Mr. Allen: Does that mean with or without user fees? On what scale? What does it mean?

Hon. Miss Stephenson: It does not mean anything of that sort, right at the moment, until we determine the ways in which we can do this most appropriately.

I do not know what the final establishment will be. I would anticipate that it would be wise to charge even a minuscule user fee from time to time for a noncredit program in order to differentiate it from a credit program.

Mr. Allen: I do not think they were originally totally free of user charges.

Hon. Miss Stephenson: They have never been, as far as I am aware. None of them.

Mr. Allen: Of course. We will await that program, then, and see what comes of it.

Hon. Miss Stephenson: You will recall that even the credit programs, before the policy change, were in fact supported by user fees. We removed that user fee, because we felt it was a public responsibility to ensure those programs were available.

Mr. Allen: Our main point about proportions and priorities on funding remains, but I am glad to hear you are doing something about north-western and northeastern Ontario. We will look forward to that program at a future date.

Hon. Miss Stephenson: I think your very last question was about Bill 119, which I gather we

will be debating tomorrow night in committee of the whole House.

Mr. Bradley: Is that right?

Hon. Miss Stephenson: Yes. I was informed by the House leader today that I have to be prepared to go into committee of the whole on Bill 119 at 8 p.m.

Mr. Allen: It is the big, old end-of-the-session rush again, Jim. We had lots of leisure in the first three or four weeks when nothing much happened, and here we are jamming it all up.

Interjections.

Mr. Chairman: You collapse at the end. That is what happens.

Hon. Miss Stephenson: Bill 119 will be in committee of the whole tomorrow night. It will not have, as I have told you before, the sections related to French-language governance. I think that is almost completed.

Mr. Bradley: Are we going to see that show up in the last week of the Legislature?

Hon. Miss Stephenson: I think it is almost completed.

Mr. Bradley: I thought so.

Hon. Miss Stephenson: Will it be ready next week? Fine.

We have had consultation with all the boards, which was promised to them before the final draft of the legislation. It will be introduced for first reading, and it will be available for examination to everyone over the recess, so that whatever concerns, complaints or information—I beg your pardon?

Mr. Bradley: Will there be public hearings, through the social development committee?

Hon. Miss Stephenson: No, not during the intervening period. It will be available to boards, associations, members and everyone else who is interested, so that they can make comments on it. It will be reintroduced at the beginning of the next session. Then it will go to committee.

Mr. Bradley: Okay.

Hon. Miss Stephenson: That is the intent.

Mr. Allen: We are obviously happy that we are going to be seeing something. On the scale of events of the past year, I think one of the most momentous decisions the ministry and the government made, educationally speaking, was to move in the direction of absolute rights of Franco-Ontarians to education, regardless of numbers. I thoroughly support any more expeditious and responsible way in which that com-

munity can move to the governance of its own educational affairs.

I look forward to that, knowing it will make at least some advance in that direction. In the longer run, I suspect it will not remove the desire to be even more fully in control of educational affairs, and at some point we will need to look at something like homogeneous Franco-Ontarian school boards. The discussion will proceed and debate will follow. I look forward to that very much. I only comment that your ministry has an uncanny capacity for delivering presents just on the eve of Christmas-tide. Sometimes we like them and sometimes we do not.

Mr. Bradley: We got the Teachers' Superannuation Act about two days before we were to finish.

Mr. Allen: Bill 42 came in from the Ministry of Colleges and Universities at that time of year, and I think the Bovey commission landed on us just at the end of a session.

Hon. Miss Stephenson: It did not. Nothing was landed on you, as a matter of fact.

Mr. Bradley: Everything is timed with a political connotation.

Hon. Miss Stephenson: I am sorry, I have to tell you the governance legislation is very much related to the decision of the courts, which I think arrived in our hands on June 19 last. We could then reintroduce the legislation we were told we could not introduce before the decision had been made public by the courts, not by anybody else.

We then proceeded with the further development of the governance structure, through the means of consultation made available to us; that is, talking to all the boards that were going to be involved, both public and separate. We had an initial meeting in the middle of summer. Then we had another when we had drafted the very complex legislation. I can tell you, you will be delighted to have at least a couple of months to read it to fully comprehend the way in which it will have to be implemented.

We had promised all the boards we would have further consultation and we had that in November. Then we proceeded to the further development of the legislation, which has not been easy. Our legislation branch has been working day and night, and I guess it will be ready for introduction next week.

Mr. Allen: I appreciate that. In that connection, I think you recall one of the major problems that afflicted the initial proposal was the pile-up of what would have amounted to Catholic representation on public boards, and vice versa,

on boards of predominantly Protestant composition. In your estimation, what is going to be the destiny of the separate school trustees on public boards or public trustees on separate boards, where that is the case in reverse minority situations?

Hon. Miss Stephenson: I think I might have a little difficulty using the word "pile-up" of Catholic trustees on public boards.

Mr. Allen: You know what the objection was.

Hon. Miss Stephenson: In actual fact, the trustees who are added for the purposes of French language must choose whether they are going to represent the Roman Catholic or francophone students, one or the other. They cannot represent both. I do not think I would call it a pile-up.

Regarding the extension of support for Catholic secondary schools, the full implementation of the June 12 policy will no longer require Roman Catholic trustee representation on public secondary school boards. That is not going to happen during the next three years, obviously.

2:40 p.m.

Because there will continue to be Roman Catholic students within many of the public boards during that period, it will be necessary to maintain that representation on the public secondary school boards for at least three years. At the end of that time—

Mr. Allen: It will no longer, in principle, be necessary and in time it will disappear.

Hon. Miss Stephenson: I think perhaps after three years, if it takes only three years to implement, it will disappear. If it takes longer, it may be a little longer and will develop a phase-out kind of mechanism. But I would think it will not be necessary once that extension is completed.

Mr. Shymko: Mr. Chairman, with your permission, I would like to address a few questions to the minister.

The Vice-Chairman: You have it.

Mr. Shymko: The first question is related to the heritage language program, an excellent program which is a model for many other jurisdictions. We are very proud of it and I believe all parties are very supportive of the program.

A climate is developing around the issue of the program being instituted within school hours by the Toronto Board of Education. It has polarized parents, teachers, students and administrators and is giving me and many people the perception that the heritage language issue is being used

almost as a scapegoat, to vent either the frustration or anger of the staff of those schools over their concerns about some other issues.

It is unfortunate that this is developing, but there is a climate that perceives the heritage language program as some kind of luxury that should or could be dispensed with. All of this centres on the whole issue of the integration of the program within school hours.

First, how much money are we spending on the heritage language program in terms of last year's allocation? How many students are involved in the number of languages? To grasp the scope of the whole problem, what proportion occurs within school hours compared to those who study these languages on Saturdays and after school hours?

Hon. Miss Stephenson: The policy regarding heritage language has always been to attempt to improve the quality of participation of students of immigrant parents in the school system and in the community, and particularly with their families. That policy is obviously a valid policy and the direction which we have taken has obviously borne a great deal of fruit and has proven itself to be quite valuable.

I do not think there is any doubt the popularity of the program has increased annually since it was introduced in 1977. This year, the 1983-84 year, there are approximately 89,000 children in the province studying 57 heritage languages. The cost to the province is very close to \$10 million. I think it is \$9.8 million or something.

Mr. Shymko: What is the allocation per class now? Has it been increased to \$24 or \$25?

Hon. Miss Stephenson: No, it is \$30.50 per hour of classroom instruction. It is prorated for smaller classes but that is for an average class of 25 students.

Mr. Shymko: What percentage of the 89,000 students would be studying a heritage language within regular school hours? My understanding is that it is a small proportion. The vast majority will take these courses after school hours and on Saturdays. Am I correct?

Hon. Miss Stephenson: I suggest the vast proportion of the languages would be studied after school hours. I think it is probably somewhere between a third and a half—probably closer to a third—of the total number of students studying heritage languages who are studying the program within the school day. No, that is not true; it is probably between a quarter and a third, as a matter of fact.

Mr. Shymko: You include the separate school board, which has a large proportion—

Hon. Miss Stephenson: The Metropolitan Separate School Board has about 30,000, I think. Interjections.

Hon. Miss Stephenson: The number of classes is larger than I would have expected.

Mr. Shymko: Are you revising the figures you gave me initially?

Hon. Miss Stephenson: No, I am not. I was guessing at the numbers of students involved. The number of classes being given in an extended school day situation is 1,414.

Mr. Shymko: Those are meeting after school hours.

Hon. Miss Stephenson: No, that is between nine o'clock in the morning and four o'clock in the afternoon.

Mr. Shymko: That is 1,414 classes.

Hon. Miss Stephenson: The number of classes being held after school is 855, and the number held at the end of the week or on weekends is 1,896.

Mr. Shymko: That is Saturdays and so on.

Hon. Miss Stephenson: Yes. There are 1,896 end of the week classes. Those are the Saturday programs, which are two and a half hours long.

Mr. Shymko: So you have 2,751 outside the regular school day, the majority.

Hon. Miss Stephenson: Of the 1,414 that are held within the extended school day, 1,366 are within the central Ontario region.

Mr. Shymko: Namely, Metropolitan Toronto.

Hon. Miss Stephenson: Primarily. And Hamilton.

Mr. Shymko: Primarily. Among the Metropolitan Toronto boards the city of Toronto probably would be the major one.

Hon. Miss Stephenson: The Metropolitan Separate School Board, the Toronto Board of Education and Hamilton.

Mr. Shymko: Okay. It is my understanding that it is up to the individual board to decide how it will implement the heritage languages program.

Hon. Miss Stephenson: Yes.

Mr. Shymko: You provide certain guidelines, but it is up to the board to decide whether it will be within school hours or outside school hours. Do you in any way influence or have any

preference for what you consider to be the best setting?

Hon. Miss Stephenson: The direction given in the memorandum that is sent initially emphasized the after-school hours and the weekend hours, but suggested as well that they could be held within the school day provided that an additional half hour was added to the school day to accommodate them.

Mr. Shymko: Obviously there is a serious problem with that option of classes within school hours. We are told that there may be a strike by the city of Toronto teachers some time in January as a result of their concerns. It is unfortunate that the heritage languages have become the issue and that a lot of negative feelings are being expressed about the value of this program.

I am sure the minister does not share them, nor do my colleagues opposite, but I am concerned about the polarization and the growing antagonism that surrounds this entire issue. I would like to ask you about something we have discussed personally on many occasions. One of the criteria you have with the heritage languages program is that it must be taught in an educational facility, in a school. In order to be funded, the program must be taught in a school setting, in a school building, in a board of education facility.

2:50 p.m.

Perhaps because of the criterion of the school setting in the same building, the next step would be to integrate it within school hours.

The teaching of heritage languages existed for many years prior to the announcement by the ministry. They were taught in many settings such as church halls and community cultural centres built by those communities.

The teachers were paid. There were some excellent facilities with classrooms just as good as those found under boards of education. Because of the policy, the onus was on these cultural centres because the children were there, taking dancing or in choirs, youth organizations or schools. The life of the cultural centres depended to a large extent on the holding of those classes.

Many communities are concerned that we will fund heritage language courses only if the kids are pulled from the cultural centres where they traditionally studied and are placed in a public school setting. I wonder whether there could be an arrangement between your ministry and the Ministry of Citizenship and Culture for some flexibility in providing options, so a heritage language could be taught in a school board setting or in a cultural or community setting

where such classes have traditionally existed and now continue to exist. Has this been considered and is there a possibility of providing that flexibility in the heritage language program?

Hon. Miss Stephenson: It was considered at the beginning of the program. I remind you that the Ministry of Education has no option but to deliver funds to school boards. We are not permitted to deliver funds of the size necessary for heritage language programs to groups that are not elected school trustees or school boards.

Mr. Shymko: What about English as a second language? Is ESL taught only in school board facilities?

Hon. Miss Stephenson: It can be taught in the college system, but it is taught there because school boards pay the colleges to provide the program.

Mr. Shymko: You do not have ESL funded in settings that are noncolleges.

Hon. Miss Stephenson: Or nonschools; we do not fund them in other settings. I remind you that the school boards are responsible for liaison with the parents in the selection of the instructors and for the establishment of whatever instructional program is involved. They function in conjunction with the parents in choosing teachers considered to be appropriate by both groups and in developing the curriculum considered to be appropriate by both groups.

If it were not considered an educational program, it probably could be funded through one of our sister ministries such as the Ministry of Citizenship and Culture and could be established at other sites. Since the beginning it has been considered an adjunct of the educational system and an educational program. It has been structured in that way and I do not think we have a lot of flexibility.

Mr. Shymko: I think there is an important practical aspect in implementing the theory or philosophy of multiculturalism. Multiculturalism fundamentally speaks of sharing both linguistic and cultural heritages, and at the same time stresses a practical commitment by government to preserving or retaining linguistic and cultural heritages.

In my opinion, the heritage language program is the most practical example of a commitment to retaining linguistic heritages; there is no doubt about it. If anyone asks, "What in Ontario in practice, not in theory, shows a commitment by the government to retaining the linguistic heritage of the 57 languages of its citizens?" we point to the heritage language program. That program,

on being instituted, says the 500 or 600 children who have been studying a heritage language program in a vibrant community setting, in an existing building or beautiful complex sometimes valued at a few million dollars, will have the survival of their linguistic heritage ensured only when you take these kids out of that building. That is basically what is happening.

Hon. Miss Stephenson: I am sorry I have misled you as far as that is concerned. That is not necessary. If the school board decides it can supervise the program appropriately in another site, it can use a site outside the school system, but it must be responsible for the hiring of the teachers or instructors and for the establishment of the curriculum. It must be responsible for the program but it can use other sites.

Mr. Shymko: That option is given to the boards.

Hon. Miss Stephenson: I do not know whether it is given to the boards but I think the boards understand that.

Mr. Shymko: It is new to me.

Hon. Miss Stephenson: It is possible and it is being done in some places. I know that.

Mr. Shymko: It is certainly the exception to the rule. It is new to me and I have the impression it is discouraged rather than encouraged.

Hon. Miss Stephenson: I am sure it probably is discouraged rather than encouraged because the school board is responsible for the program. It is probably more convenient and more appropriate, and a good deal cheaper frequently, to have the program delivered within the school facility.

Mr. Shymko: I think it would be cheaper if you carried on that program within a setting where you already have a building and teachers and you do not have to pay for a janitor or anybody to come on a Saturday when he has to be paid extra.

Hon. Miss Stephenson: No, I am sorry—

Mr. Shymko: The cheapest way, if you want to talk about cheap ways, and the most effective, which at the same time gives relevance to the existence of the cultural centres, is to provide that flexibility.

Hon. Miss Stephenson: I think you would have to prove that to the school board, if you could. Obviously the school board could ensure that you have the program on another site but the board is still responsible for the delivery of the funds, for the hiring of instructors and for the provision of the program. That can only be done

if the school board and the parents involved discuss it and come to mutually supportive agreements about it.

Mr. Shymko: There are some very important examples of settings where there are 400 to 500 children studying the heritage languages outside the schools. They are not paid and are not part of our provincial program, but they do exist. Maybe a memo could be sent to the boards that if there is such a setting with a substantial number of children, that board should make an effort to provide the teaching of heritage languages within that setting.

Hon. Miss Stephenson: I remind you that the onus of establishing a heritage language program is actually upon the ethnic community. It should approach the board of education to request that such a program be established because of the numbers of children who are available.

Mr. Shymko: I can think of four or five examples.

Hon. Miss Stephenson: Do not give them to me. Give them to the Toronto Board of Education.

Mr. Shymko: That is the whole problem. Approaches have been made and the board had said, "No," time and time again.

Hon. Miss Stephenson: What did the board say "no" to?

Mr. Shymko: They say the policy is to encourage a public school setting, and if you want to get hooked in to the heritage language program, tell your 500 or 600 kids who are studying a particular language to move to a public school setting which will offer it free. It is a problem I feel has to be looked into.

I know the Ministry of Citizenship and Culture provides a network of what it calls citizenship classes. There are a number of schools where in preparation for citizenship, community centres have classes for both children and adults funded by that ministry. Very often they are a combination of ESL classes and heritage classes. I am not too familiar with the numbers. I would have to get the details from the Minister of Citizenship and Culture (Ms. Fish). I am sure there is a way of providing more flexibility because we have a substantial number of children who are closed out of or outside an excellent program.

There may be a cost because by hooking them in to it means more students and more \$30 per hour of instruction payments. That may be a factor. There is a resistance in many communities to travelling to a school facility and the building, in fact, remains empty because they

come to classes almost every day, evenings from 5:00 to 7:30 p.m. I attended these classes as a kid. My children went through the system before—

Hon. Miss Stephenson: I would remind you that heritage language programs are one half-hour in length if they are five days a week or 2.5 hours on Saturdays. They are not two hours every evening.

Mr. Shymko: They are five hours a week.

Hon. Miss Stephenson: These are not. They are half that and they are supervised by the boards. If the cultural centre wants to be the site for delivery, I am sure that possibly could be arranged.

Mr. Shymko: Would you encourage that?

Hon. Miss Stephenson: Provided the cultural centre were to leave the supervision and delivery of the program to the school board, not to the cultural centre.

Mr. Shymko: Absolutely. The teachers must also be qualified. In many cases, the great majority who teach these languages are certified.

Hon. Miss Stephenson: In heritage language programs they are instructors. They do not have to be qualified teachers.

Mr. Shymko: In the special centres the majority are certified teachers. That is the unusual thing.

Hon. Miss Stephenson: It is not necessary. Are they certified Ontario teachers?

Mr. Shymko: Yes, they teach during the week with regular boards.

I am raising this, first, because of a polarization that exists and perhaps granting some flexibility may alleviate that. I have my own bias against placing it in the schoolday curriculum. This is not the place to discuss my views, but I would reiterate the suggestion of some flexibility. Boards might give greater consideration to the option of using cultural centres. They would inspect them; they would make sure they have certified or qualified staff.

Hon. Miss Stephenson: They do not just inspect them; they are responsible for delivering the program.

Mr. Shymko: They are excellent.

3:00 p.m.

Hon. Miss Stephenson: The program would have to be designed by the board in conjunction with the parents, not necessarily the one established by the cultural centre.

Mr. Shymko: Absolutely. What is happening now is that the federal government is moving in,

and has in the past financed those nonheritage settings anyway.

The other point I want to make is related to the Bosy case.

Mr. Allen: May I have a supplementary before you go on to that?

Mr. Shymko: Certainly.

Mr. Allen: This is a quite different subject, I gather.

Mr. Shymko: Yes.

Mr. Allen: I think as a representative of the party that has done most to promote heritage language education in Ontario and certainly in the south central area, and tried most vigorously to lodge it within the day curriculum of the school system—

Hon. Miss Stephenson: You may take credit for the latter activity; I am not sure you may for the former.

Mr. Allen: Perhaps not in the longer reaches because I know it does go back well beyond what Mr. Shymko referred to with respect to its beginnings within the cultural centres of the ethnic communities.

Hon. Miss Stephenson: Considerably.

Mr. Allen: It also went back to bilingual schools in this and other provinces which catered to the education of recent arrivals in Canada, early in the century. None of us can specifically take credit for that or what happened to exclude that option over a number of years, even decades, until heritage languages began to find their way back into the school system. It is at the latter point I think we in the New Democratic Party can take some very significant credit, which you have acknowledged.

My understanding of the pedagogical basis was that it would bring the school and the families of the ethnic communities closer together; it would provide for more interchange between parents and teachers; there would be a recognition within the school system of that language, that it should not just be tossed off into some centre somewhere else but should be right in the heart of the curriculum of the school system on a day-by-day basis; and that this in itself had very important pedagogical implications for the learner.

Hon. Miss Stephenson: This is the New Democratic Party philosophy that you are talking about.

Mr. Allen: This is our understanding. It is not only our understanding but is also the core of the research that was done about 1973 or 1974 on this

subject in Toronto, when the proposals first became live options within the Toronto setting.

It is in the light of all this that I have some real concerns with what the member for High Park-Swansea (Mr. Shymko) is proposing. I have no problem with a ministry or a government giving assistance to language education in other centres; I have no problem with that as an adjunct to the main thrust of heritage languages education within the school system. But it seems to me that the more you distance it from the school and the more you distance it from the day teacher whom the student in question is encountering, the more you lose the pedagogical value of the original proposal.

I hope that in the midst of the current confrontation, which has been around us now for a number of months in Toronto, not only will you find it possible to reiterate the importance of the heritage languages program taking place in the school and in the regular day program but you will also even prefer to see it not just in the last half hour extension of the school day which you decreed not long ago—

Hon. Miss Stephenson: That is not when it takes place.

Mr. Allen: —but as appropriately, as adequately and as happily scheduled as it can be by, as you put it earlier, any creative use of the computer by the principal and his timetabling committee. That seems to be the core of the issue, both in the Toronto schools and as between myself and the member for High Park-Swansea.

I would certainly want to endorse the claim he has made for public support for language education in the cultural centres of ethnic groups in this province, because it does seem to me that half an hour a day is not enough. It should be half an hour a day, day in and day out, in the school system, and it should in addition be at the cultural centres for each of those groups to enrich it. There should not just be the half hour in the school and there should not just be the language at home, if it can be maintained; there should also be a cultural centre where it is maintained so that you get a three-point reinforcement of the heritage language.

We all know the problem of maintaining languages in minority situations. The only way to maintain them is to maintain a multiplicity of settings in which they can be used. Therefore, it really is not basically an either-or proposition. You should be putting as much weight as you can on the ministry in order to provide the day program, but you should also secure, perhaps from the Ministry of Citizenship and Culture, the

money necessary to extend it in the cultural centres.

Mr. Shymko: You misunderstand me. I thank you for your agreement on certain parts, but I think there is a fundamental misunderstanding. I do not say that a seven- or eight-year-old child should take a heritage language within the school-hours setting or on a Saturday, then take on additional classes in a cultural centre in which he or she is expected to spend two and a half hours twice a week and that we should fund both.

I am trying to say that there are many languages for which there are not sufficient numbers of children to warrant a class within the school-hours setting, because you must have a class of 20, I believe.

Hon. Miss Stephenson: No.

Mr. Shymko: Fifteen?

Hon. Miss Stephenson: It can be even smaller than that, as a matter of fact. We reimburse them on a prorated basis. I think 10 is the smallest number possible.

3:10 p.m.

Mr. Shymko: What I am trying to say is that most of the heritage languages within the school are given where you have a concentration of a particular ethnocultural community. There is a majority of students who fit in. However, with many communities the kids are all over place, are not in the neighbourhood of one school and have to attend classes in a cultural centre on Saturday. I am trying to say we should use that setting as well.

Mr. Allen: I heard you express an opinion that you were not entirely happy with what was happening in the school system because it was creating division and that if it were possible to move it outside the school system we could avoid that division.

I am saying that the division of opinion needs to be faced and encountered in the setting where it is happening. It needs to be wrestled to the ground in terms of the pedagogical principles of language instruction and heritage language instruction which are most relevant in that setting.

Mr. Shymko: Let us take the example of my child when she was younger. She went to a separate school where 98 per cent of the children are of Italian origin. Italian was a heritage language within school hours. When they were studying Italian, she went to the library for 45 minutes or half an hour for an enrichment program. When the kids went home at five o'clock in the evening, she packed her books and went to the Ukrainian Cultural Centre to take

heritage language from 5 p.m. to 7:30 p.m. on Tuesdays and Thursdays, continuing at a secondary level on Saturdays.

There was no school in the neighbourhood I lived in where one could take Ukrainian, Polish and other heritage languages. It had to be after school hours and it had to be at a centre where some 500, 600 or 700 kids were doing the same thing. There was an option; it existed. The ministry should realize that is a reality, that it is there and should somehow take it into consideration in the heritage language program, perhaps jointly with another ministry, and fund it.

Hon. Miss Stephenson: The Ministry of Education has no authority to fund programs not under the direct supervision of a school board. That does not give us much option with respect to providing funds for programs delivered at a cultural centre.

Mr. Shymko: You can tell the boards where it is delivered and say, "Please look at the flexibility." You can encourage it.

Hon. Miss Stephenson: They must deliver the program and they must be responsible.

Mr. Shymko: Absolutely, but you could encourage them to look at it.

Hon. Miss Stephenson: I remind Mr. Allen that the extended day program does not mean the heritage language program is delivered in the last half hour of the day. The day is extended because the heritage language program is delivered at some time during the school day; it is most frequently in the morning.

I do not know that any of the solutions or ideas I have heard offered are going to solve the problem currently facing the Toronto Board of Education. The difficulty has resulted from a considerable lack of consultation between the teachers and the school board. Unhappily, that led to a confrontation that is not going to be easily resolved, but it is within the Toronto board; it is not a matter within the Ministry of Education.

The Ministry of Education supports heritage language programs as they are structured and as we are prepared to fund them in a global kind of way. The boards make the final decision about the size of classes. We fund them on the basis of class size with a proration for the reduction in number of students. The boards make the decision as to what they need with respect to numbers to provide the program.

We are supporting heritage language programs vigorously throughout Ontario, to the tune of almost \$10 million this year, and we will continue to do so. The boards are going to have to

resolve their problems with their teachers. They are going to have to do it in the best way they possibly can. That obviously means some better form of conversation.

Mr. Shymko: There is also the impact of the New Democratic Party educational critic to convince the unionized teachers that heritage language training is not a luxury; there seems to be a trend to consider it as a luxury.

Hon. Miss Stephenson: I do not know that.

Mr. Shymko: I have five letters; I will send you copies.

Hon. Miss Stephenson: I do not think that is a general opinion on the part of elementary teachers in the Toronto board. That is not the opinion I have heard. I have heard them say they do not want to be considered opponents of the heritage language program; I do not think they are.

Mr. Shymko: I hope not.

Hon. Miss Stephenson: Their concern is that there has been an intrusion into the format of the educational program with which they have become accustomed and that intrusion occurred without there being adequate discussion with them before it was introduced. I think that is the basis of the problem. That may be a very simplistic diagnosis of the problem, but it seems to lie in that general area.

Mr. Shymko: The last question I have relates to the case of Stephen Bosy, a teacher who was fired from a board for reasons I mentioned earlier. On November 23, I received a letter from Dr. Daniel Hill. The case deals with a teacher with 20 years' experience in the teaching profession, aged 50 at the time, who was being evaluated for a permanent contract. He received a permanent contract, and then under a board policy of evaluation was declared nonco-operative with the administration. He was evaluated by his own Ontario Secondary School Teachers' Federation members; namely, the department head and the assistant head.

It started from an initial objection to having the word "good" changed to "very good" in regard to his ability and eventually led into a whole series of problems resulting in him losing his job. I am not going into the details or the relevance of the case, but many of us, as members of the Legislature, in appealing workers' compensation cases or whatever, in the end go to the Ombudsman for a final say.

The Office of the Ombudsman has jurisdiction over government agencies. There seems to be a contention in the letter I received from Dr. Hill,

dated November 23, that the board of reference is an agency of the government. Mr. Copeland, who is the director of legal services of your ministry, disagrees with that. He argues that he feels the board of reference is an area over which he has jurisdiction. I could read his argument and that of Mr. Copeland to you, but to save time I do not see any point in going into this.

The Ombudsman feels he has a right to review cases that are before the board of reference. The opinion of Mr. Copeland was that he should turn to the Attorney General (Mr. McMurtry); that the Ministry of Education would have no option but to obtain an opinion from the Attorney General with respect to the Ombudsman's jurisdiction. Has such an opinion been received from your ministry?

Hon. Miss Stephenson: No, not that I know of.

Mr. Shymko: As of now.

Hon. Miss Stephenson: At this point. It has probably been requested, but it has not been received, to my knowledge.

Mr. Shymko: The position from your director of legal services is that there is no jurisdiction. The Ombudsman feels that, "Under the Education Act the minister is responsible for the administration of the act and its regulations. The minister is given express and broad powers in respect to the qualification and education of teachers."

He goes on, "To terminate a teacher's contract where the welfare of the school is involved, which is section 234 of the act, to appoint a board of reference," which is your power under section 241, "a board of reference is established under the Education Act and the chairman is appointed by the ministry and it performs a provincially assumed regulatory function. I am of the view, therefore, that the board of reference"—

Hon. Miss Stephenson: It is a judicial function, not a regulatory function.

Mr. Shymko: He says, "a provincially assumed regulatory function. I am of the view, therefore, that the board of reference is an administrative unit of the government of Ontario."

Hon. Miss Stephenson: I think that is bunk, but that is all right. Are you not a member of the select committee on the Ombudsman?

Mr. Shymko: I am a member of that committee.

Hon. Miss Stephenson: Why do you not ask the Ombudsman?

Mr. Shymko: This is November 24. We do not meet until January 1985 as a select committee.

Hon. Miss Stephenson: We have just received this as well, Mr. Shymko.

Mr. Shymko: I thought you might have received something from the Attorney General's office.

Hon. Miss Stephenson: No.

Mr. Shymko: You still feel that the board of reference is not an area of yours?

3:20 p.m.

Hon. Miss Stephenson: It is certainly not under my jurisdiction. It is a judicial process established because of the Education Act, on certain principles involving the Education Act, and it is an independent judicial process once it is established. It is certainly not under my direction at all.

Mr. Shymko: Okay. In this particular case, if a teacher is not satisfied with the conclusions of a board of reference, he has the right under the Statutory Powers Procedure Act to ask for a judicial review. Am I correct?

Hon. Miss Stephenson: Yes, if he is dissatisfied with the board of reference, he can apply for a judicial review.

Mr. Shymko: My understanding was that apparently he has that power. In this case, when he lost the board of reference appeal, the Peel Board of Education told him: "You lost. You pay the shot and the cost of the board of reference. But we will make a deal with you: we will pick up the cost if you waive your right to the judicial appeal." Because the man had been unemployed for almost three years and had no money, he agreed to waive his right to a judicial review.

He went to the Ombudsman thinking the Ombudsman would probably have some say in this, and now he is caught in a catch-22 situation. He cannot go back to the judicial review process any more because he waived his right. It is a dilemma and a very tragic circumstance. Would he still have the right to a judicial review although he had waived that right because of the financial situation?

Hon. Miss Stephenson: I do not know; I am not a lawyer. Would you say he would?

Mr. Chairman: I would say yes.

Hon. Miss Stephenson: In spite of the fact that he waived that right?

Mr. Shymko: If he does, that certainly would help.

Hon. Miss Stephenson: The costs were assigned to him and the Peel board paid those costs on written agreement from him?

Mr. Shymko: I do not have the details on whether it was written or verbal. Probably it was written. It was a few thousand dollars.

Mr. Chairman: It must have been under certain conditions. There are remedies, and if he did not get the remedies, he can go back and withdraw the waiver.

Hon. Miss Stephenson: What he needs is a lawyer; he does not need me right at the moment. He needs a lawyer to talk to, because I do not know.

Mr. Shymko: I just wanted to ask about the options.

The last thing I wanted to ask you comes out of this. The Ombudsman says it requires a legislative amendment to the Education Act. Every teacher must be a member of a union, be it the Ontario Secondary School Teachers' Federation or the Ontario Teachers' Federation.

One must be a member in order to teach, and yet the OTF is not obliged to defend a teacher before the board of reference. It refuses in this case to defend him. Both the Ombudsman and he make a lot of sense when they argue that if you are forced to be a member of the OTF, why is the OTF not forced to defend you as part of its obligations to its dues-paying members?

Hon. Miss Stephenson: There is an obligation of fair representation, which is incumbent upon each of the federations making up the OTF or its members.

Mr. Shymko: I certainly would suggest an amendment to the Education Act to force the unions to defend their members.

Hon. Miss Stephenson: As a matter of fact, that is not required of any union in Ontario or probably in any other jurisdiction. They are required under the Labour Relations Act to represent all individuals fairly—

Mr. Shymko: They are required.

Hon. Miss Stephenson: —whether they are or are not members, but they are required under the principle of fair representation. If they do not believe that the member has an appropriate case, they will not in fact represent him, because they have reviewed the case as well and have determined that an appropriate action was taken by the board or by whoever. In those circumstances, the OTF determines whether or not it will represent.

Mr. Shymko: So there is no automatic requirement.

Hon. Miss Stephenson: There is no automatic requirement, and I am not sure you could make an automatic requirement.

Mr. Shymko: I was surprised by this. Normally in cases of workers' compensation the unions go there with me when I appeal. They are always there fighting for the employee. I would have thought this would be the attitude of the OSSTF.

Hon. Miss Stephenson: It is a very rare circumstance when the legal counsel for the affiliates of OTF do not represent one of their members before a board of reference, and I am surprised it did not happen. I am not surprised because I do not know the details of the case, but the federation must have had some reason for not doing it.

Mr. Shymko: In conclusion, you mentioned there is a study of the teacher evaluation systems that are applied. I find it tragic when you have an individual whose teaching quality is excellent who was fired. In the process of arguing that he is a great teacher he became unco-operative with the administration and lost his job.

Each board has its own criteria in evaluating teachers. In the review of the evaluation systems, perhaps you could look at some kind of uniform system, especially when evaluating teachers on permanent contract.

Hon. Miss Stephenson: A section of the Education Act sets out clearly the responsibilities of teachers. One of the responsibilities of a teacher hired by a board is to function in appropriate co-operation with the administrative structure of the board for the benefit of the students. I guess that is one of the requirements for continuing employment.

I do not think you have to be a sheep or a toad to do that appropriately. However, if you are going to be constantly unco-operative and at loggerheads with the administration, the chances are the board and the administration are not going to be enthusiastic about maintaining your employment.

I will ask the member for St. Catharines, as a teacher, if you were in constant conflict with the principal of your school, the administrative officers with whom you came in contact, and the board and the director of education, would you be likely to be retained as a teacher for a long time?

Mr. Bradley: Things would be made difficult for you. Of course, you would want to try for rehabilitation as much as possible and for consultation on the part of the authorities. All

those steps are supposed to be gone through before a person is eventually dismissed for reasons of being intractable.

Hon. Miss Stephenson: Knowing the procedure that is necessary, I am sure all of those steps were pursued; they are always pursued.

Mr. Bradley: I profess to no specific knowledge of this case.

Hon. Miss Stephenson: Neither do I.

Mr. Bradley: I could not pass judgement on it.

Mr. Allen: I have another case.

Mr. Bradley: I am going to move to a different category, if you want to elaborate on that first.

Mr. Allen: It might be helpful. I want to take advantage of the estimates to raise with the minister the case of Joanne Young and the Huron County Board of Education. Following an indefinite suspension, it fired her as of December 31, 1984.

I want to preface this with a couple of things I think will put it in some perspective and be helpful. In your statement the other day with respect to the affirmative action program you were trying to put in place with regard to school boards, you stated in the last paragraph, "School boards are in a unique position to act as role models for their staff and students, as well as for their communities."

I want to read a few paragraphs from a publication published by the Ontario Institute for Studies in Education, Field Development Newsletter, volume 15, number 2, November 1984. It talks about "capturing the essence of what I think some educators should be doing to raise public awareness about more serious aspects of education."

3:30 p.m.

It goes on to cite a Canadian Broadcasting Corp. commentary on the theme of education about peace. There is no name attached to this, but it reads as though it is from a principal of a high school.

"In many Canadian high schools we teach the concept of democracy through mock elections, but when some schools tell their students, 'You may not circulate a peace petition to your own member of Parliament in school,' these same high schools mock the democratic process itself. Some parents and teachers believe that all discussion of nuclear issues should be kept out of the schools. They see a danger of political influence of students by teachers. They fear the

effects of what they think would be more consciousness-raising about nuclear war.

"This view ignores three concerns which many child and educational psychologists consider crucial. First, we must take seriously children's fears of annihilation. Not doing so contributes to adolescents' feelings about powerlessness to influence their leaders' decisions about the future of our planet. This robs the more thoughtful students of motivation to work at their studies. Why bother if they can do nothing to try to ensure a future to study for?

"Recently a psychologist found that 17 out of 18 children believe that a nuclear conflict is inevitable. The 18th knows it is not. Why? 'Because my parents work for peace.' The media have taught all students about the arms race. A basic psychological need to believe in one's own survival has been created. Schools must then satisfy the need to discuss the fears and to alleviate them."

Second, he goes on to say it is nonsense to talk about democracy in the abstract and to deny student-initiated involvement in the process in the schools, for they wish to do that. Although he does not cite the cases, he appears to be aware of instances where that has been the case.

I would add that I am aware, for example, of some schools and boards that were most reluctant to see any discussion take place a year ago after the showing of the film *The Day After*.

In the context of that, what we have, I think, in the case of Joanne Young is a teacher 20 years of age who has been teaching with the Huron County Board of Education.

Hon. Miss Stephenson: She is not 20; she has 20 years of experience.

Mr. Allen: I am sorry. She has 20 years of experience with the Huron County Board of Education. She was married, but her husband died some years ago, in 1956. She believes, since he worked at Eldorado at Port Hope, that at least a major contributing factor to his death was radiation poisoning. I do not have any doctor's judgement to have an independent view of that, but that is her belief.

She obviously has a very deep commitment to opposing, as best she can as an individual in her lifetime, the drift towards nuclear war and the spread of those institutions, agencies and commitments on the part of business to production of anything that leans in that direction.

In that light she engaged in three demonstrations. She engaged in one in 1982, a one-day demonstration at Litton Systems; in another in 1983, a one-day demonstration in front of Litton

Systems; and in a third in 1984 before one of the Ontario Hydro nuclear properties.

As a result of that, without engaging in what anyone could describe as a violent pattern of protest activity, but rather following basic passive resistance techniques, she refused, for example, to give her name to the arresting policeman and, as a consequence, spent a period of three days in jail and three days in court in 1982, in addition to the one-day absence.

In 1983 the sentence was extended to nine days, but she had only one day in court. As a result the board at that point suspended her for 12 days.

In 1984 with one day of demonstration she spent 12 days in jail and then was given a three-day suspension by the board, followed on July 9 by a statement of indefinite suspension and then just recently the final dismissal.

There is nothing on her record to indicate that she is a bad teacher. There is every indication that she is a convincing teacher and a good teacher and that she has been for many years. There is nothing on her record to indicate that she is wilfully absent for other reasons, or that she indulges in the practice, which I know is not unfamiliar, of booking in sick to get around some problems of absenteeism for other reasons. But she does have this one overriding personal commitment in her life, and it is quite obvious that attending a one-day demonstration will intrude in some small measure in each of these cases, with, of course, consequences that were initially unforeseen but that perhaps were predictable in their own way after the first occasion.

What troubles me most about this case derives from the initial statement of your own that I quoted, that school boards are in a unique position to act as role models for their staff and students as well as for their communities.

I wonder what lessons are being taught to Joanne Young's students, both by her and by her board. On the one hand, they see a teacher of conviction who is prepared to do what the psychologist doing the study of the 18 children said was obviously very effective and important in those children's lives. Seventeen of them did not have parents who had convictions and actions that were strong enough and demonstrable enough to give them some belief that one could overcome the problem of nuclear conflict. The 18th had parents who did believe with that degree of strength and with that degree of outward expression, and that is what made the 18th child look forward more hopefully and, I presume, more actively towards a future of engaging

realistically in activity that could affect one's future in the face of this terrible threat.

On the other hand, one sees a board of education that, I understand from the teachers' representatives in the area, has something of a history of being very opposed to demonstrations of any kind, of being very nervous about that kind of thing. It is apparently telling students, "If you get involved in this kind of expression of your deepest convictions about a major world issue, then you can expect to have your livelihood demolished."

That seems to be an awfully severe punishment, for one thing; it goes far beyond suspensions and so on. But more than that, it goes into the whole educational process and what that board is telling those children, for whom this particular experience may be the most dramatic experience they will have in their whole educational careers.

Seldom do we encounter teachers like that who lay it on the line. Seldom is there anything very eventful in this sense in our schooling years. I cannot remember anything like it in my school days. Those kids are up against a major single dramatic experience and I am concerned about what they are being taught by what the Huron board has done.

I submit that not only the boards but also the ministry must look at this kind of principled absenteeism and at some of its consequences in quite a different light from that in which it looks upon wilful nonattendance at school or non-performance of professional duties.

I know it asked you originally to use some of your powers—almost, I submit, to get it off the hook—to give it a ministerial authorization to rid itself of this teacher on 30 days' notice under section 234 of the Education Act, and you did not comply with that.

3:40 p.m.

It does seem to me that this is a very important case for you to take into review. It is before the appeal processes at this time, and I agree that you would not want to involve yourself before that appeal. But since this is the only opportunity I have to engage you at some length on this matter and in a public forum, I would appeal to you, when that appeal comes down, if it goes against Joanne Young, whether you would engage yourself in this issue and attempt to resolve it on some basis other than the dismissal that has been imposed and may well be supported by the appeal process. There is some defence from the point of view of simple legalistic interpretations of regulations at the school board level.

Hon. Miss Stephenson: I do not believe I should make any comment at all except to remind you that a locally elected board of education is locally accountable to the community and frequently reflects accurately the strong conviction of the community it serves; not always, but that does happen.

I also remind you that, if the citizens of Huron county believe the board has acted inappropriately, they will have an opportunity in 1985 to turf it out completely. I do not think I should make any other comment because the determination was made by the board and not by anybody else.

Mr. Allen: I appreciate your comment about public accountability on the part of the board, but none the less I am also aware enough about classical understandings of democratic process and theory to know there is such a thing in our liberal democratic condition of concern about the tyranny of the majority, and that it may well be that a local majority of a population may have a certain point of view that may not accord with justice.

Hon. Miss Stephenson: There is also the tyranny of the periphery that one has to be concerned about.

Mr. Allen: Of course, but you were suggesting that somehow a local majority in school board elections might redress this situation, and well it might.

Hon. Miss Stephenson: It has the possibility.

Mr. Allen: On the other hand, given the attitudes on this subject, that may well not be the case and, if it is not the case, it nevertheless remains that there is an issue of serious injustice and also pedagogical principle to be addressed.

I appreciate you cannot at this time make an extensive comment about it. However, I am appealing to you that, if the appeal goes against her, you will find a way to involve yourself so that this kind of circumstance is defined in new ways in Ontario so the legalisms that attach to the normal, wilful absencing of oneself as a teacher from one's instructional duties on an occasional basis does not override what might be called legitimate, principled, passive protest in the school system in this province.

Hon. Miss Stephenson: I will only say that I do not believe the requirements of the Education Act are written in such a precise way that there is no room for a broadly based approach on the part of school boards in dealing with matters of this sort. That is all I will say at present.

Mr. Shymko: Perhaps I can comment on the irony of the universal quest for peace. I received a copy of the congressional report on the peace movement in the Soviet Union. Three people got five-year prison sentences for displaying photographs of a demonstration in front of Litton Systems as well as demonstrations by peace movements in West Germany. That is the other side of the fence, the paradox that Joanne Young might have been in the photograph of the peace demonstration at Litton. Those who displayed that in Red Square got five-year sentences for it.

It is a concern when jobs are used to threaten public opinion. There are political jurisdictions where this is a terrible, devastating weapon. I do not want to make a parallel with our society, God forbid, but it is a concern when one has the impression that voicing critical opinions results in job loss.

In some countries you are fired from your job and then you are declared a parasite, which is against the criminal code, and you are then sentenced for being a parasite—namely, for being without a job; that type of thing. That, to me, is a vicious circle. Whether the board of reference will be looking at that anomaly concerns me.

I would like to know whether there was a Staff 21 parallel to the board's evaluation of the behaviour of teachers that may have been strictly that of the particular Huron board that led to this, or on what basis she was fired.

Hon. Miss Stephenson: The responsibility for the delivery of education is a shared responsibility in this province. It is very much shared at the local level by the locally elected board of education.

The requirements for a teacher function, as I said, are broadly defined within the Education Act. I do not really think I should say anything more about this situation at this time.

Mr. Allen: I raised a question with you in your last estimates and I want to very briefly press it again. That was about the whole question of promoting studies of the nuclear issue into the school system.

Hon. Miss Stephenson: We have spent some time in those discussions already.

Mr. Allen: I am glad to hear that.

Hon. Miss Stephenson: I do not know how it is going to be resolved.

Mr. Allen: The Ottawa board, for example, has developed a kit that they send to the school system to help teachers. I know one of the problems I have discovered with that whole question is that many of the teachers do not feel

they know as much as some of the kids who come out of some of the better informed homes, and feel at a severe disadvantage.

Hon. Miss Stephenson: I do not think that would only be the case in Ottawa.

Mr. Allen: So, obviously, there are several levels of tackling this issue.

Will you be giving us a report at some point in the near future about your progress of discussions, since you are embarking in that direction?

Hon. Miss Stephenson: I do not know how long it is going to take us to get to some real conclusions, but it is very much in the process of curriculum development and redevelopment.

Mr. Green: I have something regarding the guidelines, if I may, Minister.

Hon. Miss Stephenson: Please do.

Mr. Green: The guidelines in several of the senior divisions in the process of development—

Hon. Miss Stephenson: Do address it.

Mr. Green:—address not only that issue but also the whole question of other sensitive issues in respect of science.

Hon. Miss Stephenson: Including creation.

Mr. Green: Those are up for validation now. I would add what the minister was speaking about was a discussion we had with the Ontario Teachers' Federation this morning on this very issue, and how one approaches that, because in the sense of a simplistic document it is difficult. The question of the partners developing it are also difficult.

Hon. Miss Stephenson: Which reminds me, we forgot to give these to Mr. Allen, who was concerned about the development of science sensitivity and understanding in the primary and junior divisions. These are curriculum ideas for teachers which are specifically related to that kind of activity.

Mr. Allen: Thank you very much. On that part, I am delighted to hear that is being included in those senior division curriculum projections. I would also have to remind you that this is not just something that affects senior students.

Hon. Miss Stephenson: No one was suggesting it was.

Mr. Allen: Anyone who has seen the film, *Nuclear Shadow*, and I hope the minister has, will be aware how very young children pick up anxieties around this issue, and how important it is that they not only have, and they do not always have by any means, a forum at home to discuss and vent those feelings, but also how important it is that the schools should have a way, through

classroom discussions, of allowing those feelings to come out and be handled in a mature and an informed way at every level.

Hon. Miss Stephenson: If I may say, Mr. Chairman, when I hear of all of the things the schools should be doing and not doing, I wonder if we could add another three hours to the school day for every child in Ontario. Then we might be able to accommodate a good deal of it.

Mr. Bradley: I want to deal with an issue which is also looking for more attention. I would draw you back to a comment in your opening remarks—and that is how I can get away with doing it now, which may be the best way of doing it anyway. That is on co-operative education and the financing of co-operative education.

3:50 p.m.

One of the best movements that has taken place in education in relatively recent years at the secondary school level and beyond—although it was there to a certain extent in the past, but it has really become popular and well-used—is co-operative education.

Hon. Miss Stephenson: I think it was actually begun about 25 years ago, in Waterloo, at the school board level.

Mr. Bradley: Yes, really, and it has spread and become extremely popular and extremely useful. No one would disagree with the fact that the work experience the students have—and I want to discuss it at the secondary school level at this time—who have the opportunity, let us say, in grade 12, to go out and see how things really are in the work world and to gain the job experience, is very useful to those students who have to go looking for a job, perhaps the year after they have graduated.

They also have the opportunity to establish job connections because they learn about other jobs and their availability. They get to establish a record for themselves, albeit in a very limited way. They gain a credit which is quite important to students who are looking to complete their education. I think it maintains an interest in education, and I think the employer gains from having these people in the system.

Another thing they learn once they get out into the work world is how much they actually need some of the subjects they have been taught in school. The problem with co-operative education, as I understand it, is that you will not provide funding at the level people feel is necessary to meet two specific complaints.

One complaint is about the lack of funding for monitoring and supervision of this program—and

it does take people to monitor these people, to supervise them, to handle the entire program. The second is about transportation. Our research showed that about \$17 million to \$20 million would cover transportation monitoring and some other co-ordination expenses. That would be the case if all grade 12 students were placed in the co-operative education program. That is over and above what you are doing now.

There were several experiences which I have brought to your attention, and I will get to them in a moment—the St. Catharines Collegiate problem with unemployment insurance benefits, for example. I will not touch on that yet, until I tell you that we were informed that Guelph Collegiate Institute has a problem. They planned on 400 co-operative placements this year but had to turn down 20 employers' requests this semester.

The reason they turned away students and employers is because the money was not there for the students' transportation expenses. The Guelph board had to withdraw bus tickets they had provided to the students last year. This year, 20 rural placements in Wellington county were turned away. So, a problem does exist with regard to transportation.

It is really a good program and I think anything you can do to encourage it—that is, provide more money—would be very useful for these students, for employers, and for the whole education system. You would certainly receive a hearty round of applause from the official opposition and compliments and speeches across the province for doing so.

Hon. Miss Stephenson: I doubt that.

Mr. Bradley: I suggest that it would be in response to the excessive pressure put on by the opposition critics—

Hon. Miss Stephenson: As usual.

Mr. Bradley: —which is usually what provokes action.

In all seriousness, what I am looking for is for you to say you are prepared to devote more money to that program, which I feel is so very useful.

Hon. Miss Stephenson: I will be prepared to give you the facts of the case. We have looked very carefully at the expenditures incurred by school boards for the monitoring and evaluation, etc., of the out-of-school portion of co-operative education programs, and have determined that the costs do not exceed the cost of classroom delivery of instruction. Therefore, we think that the grant program, on average, actually covers

the cost of the out-of-school component across the province.

However, with regard to the transportation costs, we have approached the Ontario Co-operative Education Association. We have had discussions with them about this matter and have asked them specifically for information which would help us to determine whether there is a way in which we can assist in the provision of costs of the transportation.

When we get that information from them, we will be able to analyse it and determine what we can do about it.

Mr. Bradley: Is that saying it would be ready for next year? You would anticipate—

Hon. Miss Stephenson: I am not sure. We have already had some discussions, as I am sure you are probably aware, with the new and extremely co-operative minister responsible for the Canada Employment and Immigration Commission, who assures us that she is anxious to be of assistance in a number of areas, such as co-operative education. We are going to explore that avenue as well.

Mr. Bradley: Is she going to be as co-operative with the purse-strings? I note that government is cutting back its expenditures in every possible area.

Hon. Miss Stephenson: Only because they have to. Your kissing cousins left us this kind of problem.

Mr. Bradley: They have to in certain areas but in other areas they do not have to. In other areas, they are just demolishing good programs. In certain areas, one is not going to quarrel with it.

Hon. Miss Stephenson: We have already begun the discussions about this specific area of the transition to the world of work.

Mr. Bradley: That would be important for next fall. The other problem I raised with you in a question in the House was about unemployment insurance regulations tripping up some adult students in a new skills upgrading program at St. Catharines Collegiate. They were faced with the provision that those eligible for unemployment insurance can attend school only if they remain available for work.

Several people have had to back out of the collegiate's business, clerical, co-operative program, rather than jeopardize their benefits. The collegiate's business education director, Ted Palmer, who helped spearhead his school's new adult retraining program, said the provision is a real roadblock for students such as single

mothers, who are hoping to acquire job skills but need their benefits to support families.

The local UIC has been as co-operative as possible. They have tried to handle these cases in a case-by-case manner. What is needed, however, is a change in Ottawa, in the regulations that deal with that. Apparently there is no problem with those receiving welfare. It is with those receiving UIC benefits. What will happen is those people will get right out of the program and are not going to benefit from it.

I know you have been interested in this in your discussions across Canada over the years. Here, again, is where you talk about making things sensible, reasonable and flexible enough so you can incorporate UIC recipients in the program. But they cannot participate if the federal government is going to continue to prevent them from doing so.

Have you had discussions on this? What progress have you made, and what can we expect in the near future?

Hon. Miss Stephenson: This relates very directly to the concern we have expressed rather vigorously, I think, to the federal government for more than three years, as a result of the federal government's withdrawal almost totally from the provision of support for basic educational programs, the kinds of basic educational remediation which would provide the foundation for the people you are talking about to become involved in skills training programs.

The federal program has had no compunction at all about providing the funding through UIC for specific skills training, particularly in the area of high technology and critical skills, but they have withdrawn almost completely from providing the kind of avenue to the development of those skills, which is absolutely required by a significant number of people.

As a result, we have tried to find ways to counter this, and have been successful in some ways but not in others. The program at St. Catharines is one that I think was raised on Monday with Flora MacDonald, in order to try to see if we cannot resolve some of these difficulties. There is no point in suggesting the UIC recipient can be involved in a skills development program if he does not have the basic requirements to allow him to become involved in it. Therefore, we are trying to see if we can resolve it.

Mr. Bradley: I guess you could call it a women's issue as well, in that many of the people who participate in it might be people who, as it mentions, are single parents, perhaps separated,

perhaps divorced, perhaps widowed—it is hard to say.

Hon. Miss Stephenson: It is not limited to that group, I can tell you. I would therefore rather address it as a people issue because there is a very large number of males involved as well.

4 p.m.

Mr. Bradley: I accept that, but I just wanted to place a different angle on it by saying it is often difficult for separated or divorced women to get out there and compete in this world. Now it is going to change, we would hope, as our whole attitude toward women in the work force is changing. Our education system gears us to equipping everyone in society to compete on an equal basis.

Hon. Miss Stephenson: The girls now have to take science and math in secondary school.

Mr. Bradley: Things such as that. What is happening here is that you have a lot of people who are coming back and looking to advance their skills so they can compete in the job market.

Hon. Miss Stephenson: If it is indeed a problem of advancing skills from a level of skill which allows for that advancement, we have a significant number of programs that provide us with the opportunity to do it. It is the specific route without the basic skills that is the problem, and this matter was raised—

Mr. Bradley: I agree with you.

Hon. Miss Stephenson:—very specifically with Miss MacDonald on Monday. She has promised to look at it and there will be discussions between officials as well.

Mr. Bradley: Because, before they can take advantage—as the minister appropriately points out—of some of these attractive programs—

Hon. Miss Stephenson: They have to be able to deal with them.

Mr. Bradley: Yes, and that is what they are looking for. I am pleased to see you are prepared to make some progress in that regard.

Hon. Miss Stephenson: As I said, we have been trying for three years. We were batting our heads against a stone wall with the former government.

Mr. Bradley: You always say that—

Hon. Miss Stephenson: No, I did not always say that, but I can tell you, in this case it was factual.

Mr. Bradley: The Treasurer (Mr. Grossman) said that, as he accepted \$337 million from the federal government, and told no one about it, in

helping to bring his deficit down. That was never mentioned. I am not here to defend any central level of government anyway. You will be defending them for—

Hon. Miss Stephenson: A long time.

Mr. Bradley:—at least another three years, and I think you will find that defence more difficult as the years go on and as they annihilate some of the better programs that have served people.

If I could touch on another matter then; the drinking and driving education program. We had students here yesterday from a secondary school and I invited Mr. Swart, representing the New Democratic Party, along with Mr. Gillies, representing the Progressive Conservative Party.

We spoke to these students about different issues. Interestingly enough, the issue they raised three times with us was the problem of drinking and driving and how we could address that in schools.

I was wondering what new initiatives you have to assist in focusing on that problem, so that students will see the lack of benefit of drinking and driving.

Hon. Miss Stephenson: The whole area of drug use and misuse has been a part of the initiatives we have taken in the elementary system for some time. We have been assisting in the development of films and other aids to educational programs in these areas, beginning at grade 4.

Alcohol is very much a part of that instructional program. The driver education program probably mentions this. I am not sure that it concentrates on it, but the health programs at the secondary school level, which are a part of the physical education curriculum, certainly do have that component in them as well.

I think we can provide all kinds of instruction within the school system, about the problems that arise from the abuse of psychotropic drugs and alcohol, but I am not at all sure we are going to be terribly successful, as long as the community continues to provide the kind of model which suggests that, if you are an adult, you can have four drinks and then go and drive a car. Unless we really begin to address what happens within the community, I think we are really beating our heads against a stone wall within the school system.

Mr. Bradley: Except that we have to change attitudes, and it is one place to help change attitudes.

Hon. Miss Stephenson: That is exactly what we are doing.

Mr. Bradley: You can increase penalties. That deters some people, but a lot of studies will show that harsh penalties really do not solve the entire problem. In many European countries—they are behind us in some areas and ahead of us in others—

Hon. Miss Stephenson: What do you mean by a "harsh penalty"?

Mr. Bradley: Suspending the licence for life, for instance. That is a harsh penalty.

Hon. Miss Stephenson: For a prolonged period. Driving is not a right, it is a responsibility, and that is what we are trying to teach within the school system.

Mr. Bradley: I am saying the attitude they have in certain other jurisdictions towards drinking and driving is entirely different to the general North American attitude, which is slowly changing now because governments are taking action, because society is taking some action—

Hon. Miss Stephenson: Finally.

Mr. Bradley: —finally, as the minister rightly says. But it is a big change to get those attitudes turned around. The rate of consumption of alcohol in many countries in Europe is at least as high as that in North America, or higher, and yet most of those people would never think of drinking and driving. Here, somehow, a lot of people do not seem to see it as a great sin.

Hon. Miss Stephenson: In many countries, the vast majority of the population do not own an automobile; in North America everybody owns an automobile. From the age of 16 you have to work after school in order to get enough money to buy wheels so you can be mobile. That is a part of the attitudinal problem.

Mr. Bradley: All the more reason to assist. I understand what you are saying when you say the schools cannot do it all and everybody cannot just point to the schools and say, "You do it," but they do play an important role.

Hon. Miss Stephenson: They are doing it and they are continuing to do it.

Mr. Bradley: I am pleased to see things such as bringing in speakers and films, which sometimes are not very pretty films. I had an argument with a person the other day about RIDE, the reduce impaired driving everywhere program. This person was looking at it from a civil rights point of view. I respect that and I said: "That is fine. It is a great point of view to take until it is your child the drunk driver kills. Suddenly it is not a civil rights issue any more. It then becomes an issue of choosing."

Hon. Miss Stephenson: There is no inalienable right on the part of any human being to drive an automobile anywhere.

Mr. Bradley: I agree. There is no question about that.

Hon. Miss Stephenson: That is the kind of attitude we have to engender.

Mr. Bradley: I am pleased to see that you are taking some action there.

Hon. Miss Stephenson: We have been doing it for some time, as a matter of fact. We have supported the alcohol and drug abuse consultative program, which has been available under the Council on Drug Abuse and others. Many school boards are taking advantage of that. We have helped to provide a film that the chiefs of police have developed, which is really very good. Norman Panzica has been involved in those, as I am sure you are aware.

They are effective in the local elementary school and the local police are involved. The policeman goes into the classroom, and that helps to establish an appropriate kind of relationship between the students in grades 4 and 5 and the police, a helping, caring relationship, rather than one in which the police are considered people to be fearful of. This is very good in a number of the inner-city schools, where the traditional attitude towards the police is one of fear and apprehension as a result of the sites of origin of the families. They have been extremely good in that program.

As you know, since 1976 we have also developed some specific teacher assistance materials for this purpose specifically because it has been of grave concern to us. I am absolutely delighted to know that the consumption of all alcoholic beverages in Ontario declined last year. The Treasurer may not like it, but I think it is beneficial.

Mr. Bradley: That certainly is an interesting fact. It may be due as much to the lack of funds available and to the high price of the product as to anything else, but I understand why from your point of view and from various points of view that might be greeted with a good deal of enthusiasm.

Hon. Miss Stephenson: One other subject that is recurrent within the school system and outside it is raising the drinking age again. I do not think the last attempt at that had any dramatic effect and I am not sure it would have any dramatic effect now to go further, which is being suggested by some.

Mr. Bradley: It would make more people break the law, anyway.

Mr. Robinson: Was the last action to raise the drinking age to 19 more to get liquor out of the high school age group than it was as an overall or general disciplinary measure or attitudinal measure?

Hon. Miss Stephenson: Yes, that was the rationale that was provided. It was felt that most of the high school students would graduate at least by the age of 19 and that there would be less possibility they would involve their younger peers in drinking. I am not sure we have any major evidence at this point that it has had any astonishing effect within the high school system.

Mr. Robinson: It has had the practical effect of not legally allowing high school students into licensed establishments during the school day or at any other time.

4:10 p.m.

Hon. Miss Stephenson: At other times, yes. I think the purpose was quite reasonable.

Mr. Allen: Just to underline that point—the relative lack of advantage of raising the drinking age again—it obviously is quite clear that while it is true this age group contributes to a high proportion of the infractions, none the less it is certainly not a majority of that age group who do have an infraction pattern as a result of drinking. Therefore, there would be a significant—

Hon. Miss Stephenson: Except in automobiles.

Mr. Allen: I think it is an injustice to a lot of very responsible young people who drive well and drive carefully to load them with the burden of those who do not, just because they all happen to fall in the same age group. I think it is more important, as you have indicated, to have a more precisely targeted program that focuses upon the real problem the minority of that age group happens to have with respect to the combination of drinking and driving.

I have another question. I do not want to go on at length, but what is your own reading as minister, if you would care to express an opinion on it, of the broad picture at this point with respect to drugs in school? A lot of people to whom I talk have the impression that while the general public appears to feel there is relatively little attention paid to it at this time, what has essentially happened is that we have all become accommodated to the fact that drugs still circulate in the school system relatively prevalently, that there are pushers there, and that the whole scene has not changed significantly.

Do you have a reading on the system at large and as to where we have gone in recent years with respect to handling that problem?

Hon. Miss Stephenson: I would not have a reading that could be considered to be scientifically valid. There is no doubt one does not at present hear as frequently from representatives of the Ontario Teachers' Federation, for example, about specific problems within the schools related to a widespread use of drugs or alcohol, as one did perhaps five or six years ago. It may be that we are all becoming a little bit inured to it, I do not know.

I hope there is a slight decline in the use of some of the hard drugs, in particular, at the school level, but we do know we are experiencing some earlier participation in the use of drugs, including alcohol, than we were even a few years ago. It seems to be descending in terms of the classroom level from the secondary school into the intermediate program and below that.

That is worrisome and that is one of the reasons we have been strongly in support of beginning the program relatively early within the elementary system. The program, as I said, begins now, where the school board participates in it, at grade 4.

Mr. Allen: Does that also mean you are beginning to monitor that issue more thoroughly?

Hon. Miss Stephenson: We do this on the basis of the kind of information that is developed from the Addiction Research Foundation, which does surveys with some frequency. The Parents against Drugs group has certainly provided us with some interesting information. The Council on Drug Abuse is also involved in this development and we use whatever information we can get in order to try to ensure we are addressing the right groups within the school system.

We also have regular consultation with all of the people who are involved in this out in the field. One of our staff functions as a liaison officer with that group on a regular basis.

One of our interesting little forays into this field was the purchase of a very good little pocket book called Pot Safari. I was impressed with the book this year. It utilizes the research carried out by not only a number of American researchers in the use of marijuana but also by a significant number of Canadian researchers. It is written in a language that is both acceptable to and understandable by relatively young school children.

We have distributed that book to every school in Ontario where there is a library, from grade 7 on, and we have had some very good reviews of it. It did not cost us a heck of a lot of money to do

it, but I think it has been a very useful exercise because it is one resource book the kids can read and do not seem to mind reading because of the way it is written.

It provides factual information from solidly scientific research and it is entirely anti-marijuana, just entirely. There was not a redeeming feature for marijuana found in the entire book, thank God, because it is one of those lethal kinds of drugs we have floating around today.

Mr. Allen: Was a single copy provided to each library?

Hon. Miss Stephenson: Yes.

Mr. Allen: I hope that would act as some encouragement to the local library to acquire multiple copies for class use.

Hon. Miss Stephenson: To the school boards, too.

Mr. Bradley: Let me add some observation. I used to hear people say, "They have a drug problem at so-and-so's school," which used to make me cringe. It sounded as though the secretary was selling them at the school the way they described it. You do not hear it as much any more.

On the other hand, I am wondering what action you expect teachers to take, keeping in mind that they know, if they take certain actions, they are perhaps going to have to go to court as witnesses. Do you feel teachers are there to aid and abet the police in their investigations and do you feel that locker searches are legitimate in attempting to find drugs?

While I agree people do not talk about it as much, my perception is that the problem has certainly not gone away. There seems to be a better general attitude now, but it is still there. It is not in the schools, it is in society, and some people who have that problem go to schools as well.

I just wondered about your comments on what roles the teachers should play besides teaching students that drugs are bad. Should they fill other roles in terms of policing and legal questions?

Hon. Miss Stephenson: I am not sure I believe teachers should be police, but I would anticipate a responsible teacher who perceives that a student is certainly not functioning appropriately and is suspicious the student is under the influence of drugs would take either an individual or a joint approach—that word is a terrible pun and I probably should not have used it—to the problem, with other teachers and

guidance counsellors and the principal within the school, and try to talk to that student.

I believe the teacher within the school has the same responsibility as a citizen within the community; that is, if teachers see a student selling or purchasing drugs from another student, they have a real responsibility to try to do something about it. They can report to the principal, who has the authority to act, or report it directly. I think probably reporting it to the principal is appropriate.

I do not think they can absolve themselves of the responsibility of trying to ensure that you put a stop to that activity going on the school if you can do anything about it.

Mr. Bradley: What about the student who shows up under the influence of drugs; should he or she be turfed out forever or for 10 minutes? What should happen?

Hon. Miss Stephenson: As a result of the establishment of codes of behaviour, one interesting development is the sanctions individual schools are determining should be developed for students who behave against the code in that school.

To my knowledge at this point, almost every school has listed that as one of the items that is absolutely an infraction of the code of behaviour. The students and teachers and parents and principals together have developed sanctions or are in the process of refining those that would be imposed in that circumstance. I do not doubt they will differ from school to school, and when we have the collation of that information we will know what the range of sanctions is. We do not know all of them now.

4:20 p.m.

I believe very firmly that the child who arrives at school under the influence should be put in a safe place while the teacher immediately contacts and brings the parent at that time, or shortly thereafter, to be a witness and to discuss this matter so the child will receive the benefit of the concern of both parent and the school.

Mr. Bradley: Which works very well, except that in 1984 many times it is a single female parent who has little control over the child anyway, and what is she to do?

Hon. Miss Stephenson: She obviously needs the support of the school system in attempting to resolve the problem through the kind of treatment or the kind of program that has to be introduced. Being a single parent does not absolve that parent of responsibility.

Mr. Bradley: No, I agree with you, but looking at it practically and in reality, there are some parents who do not have any control over their kids; they just do not.

Mr. Chairman: Then you call the police.

Hon. Miss Stephenson: There are agencies, there are groups and there are individuals within the community who are capable of being of assistance. I have to tell you, from long years of personal experience, the family physician is a damned good person to involve.

Mr. Bradley: I think that is right.

Hon. Miss Stephenson: It does not really matter whether you are a single parent or a multiple parent.

Mr. Allen: That is a new category for a sociologist to look at.

Mr. Bradley: That reminds me of my city council days when we spoke of multiple family or single family homes.

I am leaving slightly early because Mr. Allen has many items he wants to ask about. Monday, I understand, you have the Education Relations Commission representative in.

Hon. Miss Stephenson: It will not be the chairman, it will be Mr. Field, the executive director.

Mr. Bradley: I understand, and that is fine. I will have many more items of great concern to raise with you on Monday.

Hon. Miss Stephenson: Can I remind you we will not have an awful lot of time on Monday?

Mr. Bradley: I know. It will not take long because I am going to ask you some questions on the record now. As Mr. Allen will know, when we have put questions on the Orders and Notices, a standard answer you have given to the opposition lately is, "Ask these at estimates; that is where they properly belong." These were put on the order paper last spring and they are the following, and I will read them as quickly as possible.

Hon. Miss Stephenson: Are you going to leave me time to answer them in between?

Mr. Bradley: No, I will let you answer them Monday or you can write me and answer in a reasonable time. I just want to put them on the record, because you asked for it.

Hon. Miss Stephenson: I can answer them now.

Mr. Bradley: You have the answers all set?

Hon. Miss Stephenson: I think so. I hope so.

Mr. Bradley: I will ask them on Monday then. Perhaps it would be more appropriate to ask you on Monday.

Hon. Miss Stephenson: Will you let me see what the questions are? If they are the questions you had on the order paper, I think we are prepared.

Mr. Bradley: You have all the answers? Are these the questions? I hope I did not have any secret things on there.

Hon. Miss Stephenson: The answers are there and we can certainly provide them.

Mr. Bradley: Those are questions I might ask. If I could get a quick item on—Mr. Allen is always so nice and accommodating to me in this regard—I will ask one question. These are the order paper questions and I will give Mr. Allen a copy so he will know what I have asked for.

Hon. Miss Stephenson: These were Mr. Conway's questions and these are Mr. Bradley's questions.

Mr. Bradley: That is fine. I can deal with those on Monday. I would like to deal with a different item right now. I will be happy to be here Monday to listen to your answers, since they are very compelling questions.

This is a letter I received from a person who is in a difficult dilemma and feels the Minister of Education could solve this problem for him. This person has to attend professional development days. It is going to cost him money and there is a problem with this. He wrote to the member for Halton-Burlington (Mr. Reed) regarding this matter and he went on to say:

"The professional development days of November 12 and 13 were mutually agreed to by the Professional Schools Authority and the Federation of Provincial Schools Authority Teachers. Two conferences are being offered on these days. One conference offered in Belleville is a joint project of the Ontario Educators of the Hearing-Impaired, the Sir James Whitney School and the Ontario Ministry of Education. The conference fee is \$30 for members and \$35 for nonmembers. Teachers from Milton who attend this conference have been told that the fee will be reimbursed.

"The second conference offered is planned and presented by the professional development committee of the Federation of Provincial Schools Authority Teachers. The registration fee for this conference is \$80. The cost of travel to this conference will be paid by the federation, the Ministry of Education, and the education branch of the Ministry of Correctional Services. Payment will be based on four members per car. The

government rate, currently 25 cents per kilometre, will apply.

"For most of the Milton staff, accommodation and meals will be necessary. As you can see, total expenses could easily reach \$150 to \$200.

"Teachers who have asked ministry personnel about the compulsory attendance have been told that they are expected to go to either conference. I would like to know if attendance at either conference can be imposed upon a teacher who is being forced into going to either conference, because an acceptable alternative appears to be acceptable in very few instances.

"I thank you for your kind attention to this matter."

Do you have somebody in this room who would know?

Hon. Miss Stephenson: What acceptable alternative?

Mr. Bradley: It appears to be a matter of compensation. The implication is that a person has to go to this.

Hon. Miss Stephenson: We have not heard this question before, and this letter was just written to Julian Reed.

Mr. Bradley: I would be happy to have an answer to that on Monday, if you—

Hon. Miss Stephenson: I have no idea of the direction that has been given, and I think we had better look into it.

Mr. Bradley: I will send this to you. The person may not want to be identified. I will send this—

Hon. Miss Stephenson: You can black the name out.

Mr. Bradley: —to your ministry tomorrow. Then you will have more detail.

Hon. Miss Stephenson: Okay.

Mr. Bradley: I have an original memo on this from October 12. I could provide both the original memo and a copy of this letter with a portion blacked-out, and we can get an answer on that at that time.

Hon. Miss Stephenson: Fine.

Mr. Bradley: So, if you can provide the answer at that time, it would be useful.

Hon. Miss Stephenson: Are you sure you would not like me to begin to answer the questions?

Mr. Bradley: You can answer one of them. Go ahead. Begin.

Mr. Shymko: I thought you were staying until 4 p.m.

Mr. Bradley: No, I am staying for four more minutes, so you can go ahead.

Hon. Miss Stephenson: Really? Perhaps the one we should attempt to deal with first is your question number five.

Mr. Bradley: Would you please read it out?

Hon. Miss Stephenson: It reads: "Inquiry of the Ministry:

"Would the Minister of Education indicate the following: (1) the amount spent by the ministry for (a) management consulting services, (b) technical consulting services, (c) communications services, (d) legal services, (e) research and development services, and (f) creative communications services, as defined by the Management Board of Cabinet Manual of Administration for the fiscal years 1978-79 to 1982-83 inclusive; (2) the number of contracts involved in each of the categories and for each fiscal year as outlined above and (3) for each of these contracts, name the individual, individuals, companies or firms awarded the contracts, and indicate whether or not the contracts were tendered." The date of the question is March 22, 1984.

The list I will give you relates to contracts with values greater than \$15,000 for which payments were made for the years 1981-82 and 1982-83. The selection and tendering processes required in the Ontario Manual of Administration have been followed except in one or two circumstances, which I will explain.

For the fiscal year ending March 31, 1982, there was a management consulting contract with Peat, Marwick and Partners. The payment—

Interjection.

Hon. Miss Stephenson: Yes, not applicable. The payment to Peat, Marwick was \$21,154. GTP Office Communications got a management consulting contract for \$25,750. The payment to the company was \$17,239.

There was a contract with Disney Display for creative communications; the contract value is not applicable here, and the payment was \$20,000.

Hicks, Morley, Hamilton, Stewart, Storie: this was a legal consultative mechanism for which the contract is not applicable. The payment was \$20,046.

ARA Consultants, for research: the contract value was \$52,980, and the payment was \$52,979.96. There was research contracted to Brock University to the order of \$30,018; payment, \$30,018. There was a research contract given to Decision Dynamics Corp., for \$59,650 and a payment of \$57,795. There was a research

contract given to Laurentian University. The contract had value of \$67,025 and payment of \$61,816.

Four research contracts were given to the Ontario Institute for Studies in Education. The first contract value was \$98,232, with payment of \$15,022; the second had a value of \$137,416, with payment of \$55,555; the third had a value of \$210,248, and payment of \$188,137; and the fourth a value of \$98,789, the payment was \$20,000.

There was a research contract given to the Ontario Educational Research Council valued at \$22,750, with a payment of \$22,701. A research contract to the Ottawa Board of Education had a value of \$31,747; and the payment was \$20,082. A further research contract to the Ottawa Board of Education had a value of \$64,995, of which \$64,995 was delivered.

A research contract to Queen's University had a value of \$22,451, and payment in full. A research contract to the Toronto Board of Education had the value of \$99,436, with payment of \$59,400. A research contract to York University had the value of \$22,327, and payment in that year was \$3,434. A research contract to Carleton University had the value of \$24,897, with payment that year of \$1,970.

There was a research contract given to McMaster University for \$70,824, and the payment that year was \$22,551. A research contract to OISE had a value of \$471,423, and the payment that year was \$98,415, and one to the University of Toronto was valued at \$97,848, with the payment in that year of \$55,830.

For the fiscal year ending March 31, 1983, there was a research contract to Brock University with the value of \$48,498, and payment in full in that year. There was a research contract to Decision Dynamics with a value of \$59,650, with a payment of \$1,890. A research contract to Laurentian University had a value of \$67,025, with a payment of \$3,708 in that year.

Eight research contracts were given to OISE. The first had a value of \$98,232 and \$46,147 was delivered. The second had a value of \$137,416 and \$47,252 was delivered. The third had a value of \$45,377 and \$20,245 was delivered. The fourth had value of \$193,441 and \$44,452 was delivered. The fifth had a value of \$51,835 and \$6,000 was delivered. The sixth had a value of \$340,677 and \$83,069 was delivered. The seventh had a value of \$210,248 and \$8,105 was delivered, and the eighth had a value of \$98,789 of which \$76,358 was delivered.

A research contract to the Ontario Educational Research Council had a value of \$22,750 and was paid in full. There was a research contract to the Ottawa Separate School Board for \$9,200, with payment in full. There was a research contract to the Ottawa Board of Education for \$57,593, and \$57,503 was delivered.

Another to the Ottawa Board of Education was for \$73,389, and \$27,255 was delivered that year. There were contracts given to Queen's University for two research projects, one with a value of \$395,039 of which \$94,262 was paid that year, and another for \$23,110 for which \$22,813 paid. Three research contracts—

Mr. Bradley: I will interrupt the minister to say that Mr. Allen and Mr. Elston will be pleased to continue listening—

Hon. Miss Stephenson: Fine. There were three research contracts to the Toronto Board of Education. The first has a value of \$50,721, of which \$38,337 was delivered that year. The second had a value of \$16,737 and all of that money was delivered that year. Third, there was a research contract for \$99,436, of which \$1,311 was delivered in that year.

There is a research contract to the University of Toronto for \$20,399 of which \$10,827 was delivered. There is another to the Toronto Board of Education for \$65,902, of which \$35,045 was delivered. There is a research contract to York University for \$22,327, of which \$1,142 was delivered that year. There is another to Carleton for \$24,897, of which \$23,378 was delivered. There is a research contract to McMaster for \$70,824, of which \$38,563 was delivered.

There is a research contract to Social Data Research for \$160,000, of which \$73,399 was delivered in the fiscal year 1983-84. There is another to Hay Associates, a research contract with the value of \$283,015, of which \$24,466 was delivered that year. There is a research contract to the University of Ottawa for \$67,864, of which \$32,225 was delivered. There is a research contract to Ondrack D. A.—

Mr. Elston: May I just break in here for a moment?

Mr. Kells: Did you miss a number?

Mr. Elston: Yes, I would like you to repeat the 14th-last contract. No, I just wanted to clarify this, if I might. All the contracts you are stating now are being given as a result of an order paper question, I understand, tabled by the member for St. Catharines (Mr. Bradley).

Hon. Miss Stephenson: Yes.

Mr. Elston: They are research contracts that are funded by the ministry through a ministry grant or a transfer to various organizations in the province. Is that right?

Hon. Miss Stephenson: The question was, how much had been spent by the ministry for management consulting services, technical consulting services, communications services, legal services, research and development services and creative communications services as defined by Management Board; the number of contracts involved in each of the categories for each fiscal year; in each of the contracts name the individual, individuals, companies or firms awarded the contracts; and indicate whether or not the contracts were tendered.

All of these were tendered. One was not; I am sorry. I have to tell you that. We have not come to that one yet.

Mr. Elston: You are going to come to that one.

Hon. Miss Stephenson: Yes.

Mr. Elston: I was so taken with the fine exhibition of power reading that I was carried away in trying to understand the context in which this answer was being given.

Another thing came to mind when you were going through that. Do you know whether any former employees of the Ministry of Education were actually involved in performing the research?

Hon. Miss Stephenson: I really cannot tell you, because in the Ottawa Board of Education, the Toronto Board of Education and some other boards of education there are former employees of the Ministry of Education. I cannot tell you whether they were involved in the research.

Mr. Elston: Yes. I am interested more in those people who have gone outside the Ministry of Education and outside the system of education to come back in as consultants, but that is an unfair question.

Hon. Miss Stephenson: You will note that most of the research has been carried out by universities, boards of education, the Ontario Institute for Studies in Education or such organizations and not by private consulting firms outside or that sort of thing.

Mr. Elston: I appreciate your answers and I apologize for breaking in there.

Hon. Miss Stephenson: There are two more research contracts that I really would like you to know about. They were both to OISE: one for \$206,961, of which \$84,973 was paid that year;

and another for \$471,432, of which \$73,563 was paid.

I must tell you that we participated financially in a study conducted by the Canadian Advanced Technology Association to determine the design requirements for an educational microcomputer. The study was conducted by GTP Office Communications. The contract listed with GTP Office Communications was for the refinement for ministry purposes of the CATA study. Since this was the case, no tender was called for that final study.

4:40 p.m.

One further question the member for St. Catharines asked concerned the number of people who are employed by the ministry on contract or otherwise who are not classified civil servants and the total costs incurred for these services for the fiscal years 1981-82 and 1982-83. The number of persons employed by the ministry on March 22, 1984, who were not civil servants was 852, of whom 510 were teachers under contract with the Provincial Schools Authority. The costs incurred in 1981-82 and 1982-83 for these services were: for PSA teachers in 1981-82, \$16,838,300, and in 1982-83, \$17,375,200; and for all others, \$3,484,200 in 1981-2, and for 1982-83, \$4,554,900.

Mr. Elston: Are all the teachers at provincial schools on contracts?

Hon. Miss Stephenson: Not all, but a significant number.

Mr. Elston: A good number?

Hon. Miss Stephenson: As you are probably aware, there are also secondments within the ministry.

Mr. Elston: To the provincial schools?

Hon. Miss Stephenson: No, within the ministry as well, who are not civil servants. They are seconded from boards of education and other places to come into the ministry for a time.

Mr. Elston: If a facility were closed or a program discontinued at a provincial school, the termination would be subject to the provisions of that teacher's contract. Is that right?

Hon. Miss Stephenson: It is subject to a whole plan of action worked out between the relevant federation of teachers and the Provincial Schools Authority. When we have to do that, there has always been a plan of determination and all parties have been dealt with, whether they were on contract or not.

Mr. Elston: As you are probably aware, I am still interested in the Robarts School question.

Hon. Miss Stephenson: It is not settled.

Mr. Elston: I know it is not officially settled yet.

Hon. Miss Stephenson: Not unofficially, either. That is a fact.

Mr. Elston: Thank you, Minister.

Hon. Miss Stephenson: Another question Mr. Bradley put was: "Would the Minister of Education outline the number and destination of all trips taken outside of Canada by the minister, the deputy minister and the assistant deputy ministers at public expense during the fiscal years 1981-82 and 1982-83. Would the minister outline the members of staff and any nonministry personnel who accompanied the minister, the deputy minister and the assistant deputy ministers on any of these trips. Would the minister indicate the purpose and cost of each trip headed by the minister, deputy minister or assistant deputy ministers. How many direct jobs have been created in Ontario to date as a result of each trip."

The first meeting to be listed is one I attended alone in Lisbon, Portugal, as the representative of the Council of Ministers of Education, Canada, at the request of the ministers of education of the European community, to discuss early childhood education. It was useful, but there was no direct creation of jobs. The cost of the trip was \$1,374.

In February and March 1982, the minister travelled to Bahrain, Jordan and Lebanon, accompanied by Mr. Richard Donaldson and Mr. David Pugsley. The trip related to contracts for a training college undertaken by the Ontario Educational Services Corp. The ministry costs amounted to \$14,955 for all airfare, food and accommodation. Mr. Pugsley's costs were paid by OESC. I think the total employment of Ontarians since that time has exceeded more than 70 person-years, but it is expanding somewhat rapidly at present as well. We can probably give you better figures by the end of March this year.

In April 1982, Mr. Donaldson and I went to Washington, DC, at the request of the World Bank to discuss the activities of OESC and talk about potential financing by which OESC might pursue business. We were accompanied by Mr. McCaffrey and Mr. Pugsley of OESC, which paid for its own officials. The trip cost \$1,200. It was not a job creation program, but an attempt to develop some flexibility in terms of financing for the activities of OESC and the development of new programs in various parts of the world, particularly the Middle East and some countries in Africa. It has been a fruitful exercise.

There is a great pile of other questions. Shall we proceed with those now?

Mr. Allen: From whom are they derived?

Hon. Miss Stephenson: From Mr. Bradley.

Mr. Allen: Perhaps I could ask a couple of questions here.

Hon. Miss Stephenson: By all means.

Mr. Allen: You might not be able to answer at this point, and you might want to get some information for us for Monday. That would give Mr. Bradley an option of hearing the answers, at least to those questions, when he is present and talking. I presume we are finishing at 5 p.m. That was our original plan.

Mr. Chairman: Yes.

Mr. Allen: The first has to do with French-as-a-second-language training in the schools. I wonder whether the minister can advise us how many letters of permission the ministry has issued to uncertified teachers teaching in a French-as-a-second-language program, how many letters of standing have been issued to teachers to teach French only and whether the ministry has plans to train practising Ontario anglophone teachers to teach these French-as-a-second-language courses.

I note the North York Board of Education, for example, has introduced a special program to assist anglophone teachers to upgrade their French-language skills to a level of proficiency sufficient to teach core French courses.

I am not sure whether you have those statistics at your fingertips.

Hon. Miss Stephenson: I do not have the specific numbers of letters of permission regarding French-language-only. We have the figures regarding the total numbers of letters issued within the past year. Do we have them for French-language-only? I am not sure we do.

The request, which is usually provided by boards, is not necessarily on the basis of a definition of their specific need but simply the requirement for an additional teacher for a task for which this individual has specific skills. We can give you the overall figures, but I am not sure we can do it for French-language-alone.

As you are probably aware, there has been a bursary program available for many years through the Secretary of State of Canada's office and administered by the Council of Ministers of Education, Canada, to upgrade French-language skills of teachers for the purpose of instruction in core programs. It is still available. We also are of assistance in that area.

Mr. Allen: Are you going to be asking your boards questions like this in the coming year?

Hon. Miss Stephenson: About how many?

Mr. Allen: Yes, in these categories.

Hon. Miss Stephenson: I guess we have become a good deal more aggressive in our information-collecting. I must tell you it was as a result of the principle established at the CMEC that there should be portability of teacher certification that we began to keep very accurate records of all this over the past several years.

It has been a grave disappointment to us that Ontario has been the magnet for that portability activity, rather than the facilitator for Ontario teachers to have experiences outside Ontario. When we were looking at that, we determined there were very significant numbers of teachers—qualified teachers, mind you—from Quebec whose certificates we were obviously accepting because of the principle of portability of the teaching certificate.

That is not the program that is going to go far, because there are major impediments in the attitudes and activities of many other provinces. We have a good deal more information than we had several years ago about this whole area.

Mr. Allen: Will you look into your capability to gather those statistics for us? It is important for us to be able to get a reading on the quality of instructional capacity in the system as we move into expanding language programs in French in particular, which is an expanding area of instruction.

Hon. Miss Stephenson: I can tell you that the vast majority of the letters of permission issued in the past year have been issued to the separate schools of Ontario. I honestly do not know at this point which educational programs they were being requested for.

Mr. Allen: We would appreciate whatever you can get in that regard.

The other part of the question was whether there are plans to enhance or further the training of practising Ontario anglophone teachers with respect to developing their French-language teaching capabilities.

Hon. Miss Stephenson: As I said, there is already a program. I know several boards are also involved in improving that. We have been supporting that program for several years.

4:50 p.m.

Mr. Allen: The second fairly precise question for which I would like an answer is related in some ways to questions that were asked under the special-education section of our discussions.

This does not have to do with special education or Bill 82; it has to do with responsibilities of teachers and oversight in particular with respect to lunch breaks.

As I understand it, subsection 3(6) of regulation 262 under the Education Act specifies that "the lunch break for pupils and teachers shall not be less than 40 minutes." At the same time, a recent ministry publication entitled *What Is In It for You* informs parents that they have the right to expect supervision for their children for a limited time after school and if it is necessary for the children to remain at school during the lunch hour as well.

What is concerning teachers and their organizations is how that last observation is to be squared with the former provision. Can the minister confirm it is not the expectation of your ministry that it is the duty of teachers to provide lunchroom supervision of pupils?

Hon. Miss Stephenson: It is the duty of the school board to ensure those children who must remain at school during the lunch period are supervised.

Mr. Allen: Presumably, they must comply with subsection 3(6), which requires that the teacher must have that set lunch hour as well.

Hon. Miss Stephenson: That is right.

Mr. Allen: Thank you. With respect to the miscellaneous grants committee of the Ministry of Education, I wonder if you could enlighten me on the criteria you use for the establishment and disbursement of quotas under the miscellaneous grants committee.

Hon. Miss Stephenson: There must be a useful educational purpose to the activity that is to be undertaken. The miscellaneous grants committee does not provide money to fund the ongoing administration of programs, but it does attempt to provide funds that are necessary for special projects, for educational activities and for the support of international or national meetings of associations with educational purposes to provide for the experience of teachers and members of faculty within Ontario.

You can tell them that because you have the criteria at hand.

Mr. Kidd: The grants are made to nonprofit organizations or individuals working on a nonprofit basis. They have to provide benefits on a province-wide basis rather than on a regional basis. In other words, we do not support regional activities unless there is a province-wide benefit or spinoff.

The grants have to further the objectives of the ministry as a whole. They have to follow our objectives; we do not support activities that are outside the mandate of the ministry. Apart from that, the criteria are pretty broad because we do not want to restrict some very worthwhile and profitable ventures, imaginative and pilot projects and that sort of thing.

Those are the main broad criteria we use, and the conditions are that the money be spent on these activities and that they provide us with a report on the activities and the expected results. They follow up with some sort of accounting, either by an audited statement or, in the case of the smaller organizations which cannot afford an auditor, a statement by the treasurer or responsible official.

The follow-up will indicate that the undertaking has taken place, that they have achieved the results expected and that the money has been spent in accordance with approved accounting principles and with due respect to the taxpayers' money.

Mr. Allen: In view of that, can the minister tell us why this year, for example, the submission of the Ontario Association for Continuing Education for support under the miscellaneous grants committee guidelines has been reduced? Not only did it not come near meeting the projected request, which was of the order of \$75,750, but in 1983-84 the amount granted was \$15,750, as compared with a \$20,000 request. The organization understands from its contacts within the ministry—which you may wish to confirm—that the amount being granted this year is being reduced in actual dollar terms to \$12,000.

What I wonder is whether in some respect the Ontario Association of Continuing Education is judged by you to be not meeting those criteria or whether you have a broader range of applicants. What are the objective facts of this situation, particularly in the light of the minister's earlier comment that there are a thousand and more deliverers of continuing education in one form and another, this being one of the central province-wide bodies that tries to keep tabs on all that? It tries to service many of those subordinate groups and individuals making up that constellation and, on the basis of my reading of its wide-ranging activities, would seem to have in the current circumstances a real claim for increased grants, not less.

Hon. Miss Stephenson: It would be delightful if we had increasing amounts of money to

provide under the miscellaneous grants. Unfortunately, we do not.

In addition, a communication was sent to the association, I think last year and the year before that, suggesting very strongly that we could not continue to fund its administrative and organizational costs. The purpose of the funds we provided was to be in support of specific educational projects that were directed towards improving or enhancing adult educational activities. That is what we have asked of the association, and that is what is being asked again this year.

Last year they had \$12,000 more than the grant that is listed there, for a specific project about which they informed us rather later.

Mr. Allen: None the less, it must be difficult to sort out whether they are spending the money on administration or whether they are spending your money. The province is always telling us we cannot trace the dollars of federal transfer moneys.

Hon. Miss Stephenson: What we had asked them to do was to try to expand the base of their funding by requesting a little more from the participant organizations and the participant people involved in the development of those programs. I do not know whether they have done it yet.

Mr. Allen: From 1982-83 to 1983-84 they doubled their income from their membership, for example. I appreciate you might want them to go after other kinds of private sector funding. However, I remind you it is extremely difficult to do that when you are working with a half-time staff person and when your sources of support in the private sector have shown some notable difficulty in maintaining their contributions to a full range of cultural and educational and other activities in the past two or three years. I wonder why, for example, under the circumstances you describe to me—

Hon. Miss Stephenson: We do not have dissimilar problems, as a matter of fact.

Mr. Allen: I know. For example, just as I question your procedure with respect to the withdrawal of noncredit funding for continuing education programs totally, it surely would have made some sense when you diverted that money totally into basic education programming at least to have put some in reserve so as to give some additional assistance to comprehensive adult education organizations like this, which presumably would be able to play a facilitating role

with regard to the reprovisioning of continuing education programs.

Hon. Miss Stephenson: We put it all into the general legislative grant to deliver to school boards for the purposes of meeting our obligations at that level. I must admit we do not have a huge miscellaneous grants fund.

Mr. Allen: What is the total amount?

Hon. Miss Stephenson: It is \$250,000. We have a significant number of ongoing grants, such as the grant and the support to the Canadian Association for Adult Education, for which we continue to try to provide funds on an annual basis. However, there is an increasing number of worthy groups that make requests. In adult education, for example, we provide funds on an ongoing basis to Frontier College, which is yet another adult-education/basic-education activity.

Mr. Allen: Has the amount increased or decreased this year?

Hon. Miss Stephenson: It probably increased by five per cent; I am not sure.

Mr. Allen: I simply urge you to look again at the needs of the Ontario association, because I think the range of activities is significant and broad and certainly falls within all your criteria. It obviously has a larger role laid on it by virtue of some of your withdrawal from that field.

Hon. Miss Stephenson: We have not withdrawn from the support of credit educational programs.

Mr. Allen: I acknowledge that, but there is a broader range of activities in that department.

Hon. Miss Stephenson: In the noncredit area.

Mr. Allen: In the noncredit area. They have been left unserved, and therefore it lays a greater burden on those who have stepped into that gap. That is my point.

Hon. Miss Stephenson: We are asking them to search for a broader base for the provision of service.

Mr. Elston: May I ask one short question? It is really an observation. Mr. Allen raised an interesting point about the transfers you make to various programs and about the follow-up concerning accountability in the use of those transfers. It was an issue that was raised in the Provincial Auditor's report, a concern he expressed; perhaps at some point you could address yourself to indicating—

Hon. Miss Stephenson: We do require an audited statement from each of the groups to which we regularly provide funds through the miscellaneous grants committee.

Mr. Elston: But it is more or less a confession, I suppose.

Hon. Miss Stephenson: It is an audited statement.

Mr. Elston: Is it audited?

Hon. Miss Stephenson: Yes.

Mr. Elston: In terms of having used the money exactly for the program for which it is given?

Hon. Miss Stephenson: Yes. The audited statement is to be provided to us in order to receive the grant.

Mr. Chairman: Thank you. We will adjourn this meeting and reconvene on Monday after orders of the day.

The committee adjourned 5:03 p.m.

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Conservation
Fishes

No. S-14

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Education



Fourth Session, 32nd Parliament
Monday, December 10, 1984

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Monday, December 10, 1984

The committee met at 3:30 p.m. in room 151.
ESTIMATES, MINISTRY OF EDUCATION
(concluded)

Mr. Chairman: I see a quorum. Minister, did you want to proceed?

Hon. Miss Stephenson: Mr. Bradley has something he has announced to all of the press he is going to be doing at 3:15 today, so I think perhaps he should do it.

Mr. Chairman: Did I hear you want to wait a little longer, Mr. Bradley, to get a few more?

Mr. Bradley: No, I am certainly interested in the estimates proceeding. We all get Hansard anyway.

Mr. Chairman: You know you are competing with Mulroney's visit to New York.

Mr. Bradley: That is unfortunate; I should have waited.

Mr. Sweeney: I wonder when we are all going to get our American citizenship.

Mr. Bradley: Mr. Chairman, if I may continue on the estimates procedure, we have the Education Relations Commission but the minister wishes to proceed with this first and I think that is a good idea.

You will recall in my opening statement one of the concerns I expressed was the fact that the commitment to education in terms of costs in dollars, or what I refer to as real dollars, has declined significantly since 1975 when it reached a high-water mark of an average of 61.3 per cent provided by the provincial government across Ontario. As we know, that has declined significantly to a point where now somewhere around 48 per cent of the cost of education is assumed by the provincial government.

What I pointed out then was the effect on local municipalities, which had to pick up that additional tab for most of the public boards of education. As a result, there has been some resistance built up to educational spending at the local level, some cutbacks have had to occur, some progress that could have been made in education has not gone forward because of it.

My concern also was—and some of us who represent ridings which were hit hard by lack of employment will recall this—that last winter the unemployment rate in my region, for instance,

was 22 per cent at one point. It meant people who were employed did reasonably well with respect to municipal taxes, but people who were not, of course, did not do too well.

It could be explained simply by saying if one's income is down, one's income tax also is. Also, a person tends not to spend money so the amount that goes into sales tax would be in decline.

However, the minister will know the municipality still sends out that municipal property tax bill. As a result, people who found themselves in difficult economic straits had a hard time paying their local and municipal taxes, and this was my concern.

It is my view two factors are present. The first is the promise of the Premier (Mr. Davis) that this government would cover 60 per cent of the cost of education, on the average, across the province; that was an undertaking around 1970, as I recall. It was widely discussed and it seemed a reasonable split at that time.

The other was the 1973 Edmonton commitment we discussed earlier, whereby the senior level of government would give to its junior level transfer payments equal to the percentage increase in the revenues for the senior level. That seemed a reasonable commitment which, I think, was greeted quite well by your provincial government and subsequently by municipal ones.

I have attempted to calculate some figures for public boards, on the basis of 71 public boards of education. If you want to look at 1984 dollars and compare it to 1975, it really shows as a decline for most of these boards in Ontario, 57 out of 71; 14 either stayed the same or went higher, in terms of constant dollars.

I know the minister says, and she is quite right when she does, the cheque the ministry sends to the board of education is higher with respect to the dollars transferred to that board each year. From year to year it goes higher, unless there is an unusual factor in there. I understand that. For instance, to use my own board, the Lincoln County Board of Education, the cheque you send each year is going to be higher.

Through some research, I have tried to put in about a 4.2 per cent increase in inflation over the years from 1975 to the present. I have used that because I understand very well that education

costs do not necessarily jump exactly the same amount as the cost of living in the province. That is why I tried to keep it at a lower rate.

With respect to real dollars for the 71 public school boards in Ontario this demonstrates that for 57 of them you are not providing as much for education, in terms of 1984 dollars. The other factor is the decline for each board with respect to the percentage of the cost of education you provide. I understand that I am using pretty stark figures, but when the minister uses figures on her side they are also stark figures.

I know the ministers remembers that when we talk about providing 60 per cent of the cost of education I have been fair enough to say to her it cannot be uncapped and it suggests a ceiling. The minister would be quite right to say, "I will not provide 60 per cent of the cost of anything they decide."

That means negotiations, discussions and consultation must take place with the local boards to determine the appropriate levels. The minister would then have the right to enforce them if she is going to provide 60 per cent of the cost of education. I think they must be realistic figures.

I know the minister does not necessarily agree with me. She has the top man in the province with respect to educational finance, Mr. Martin, beside her now going over my figures; it will be interesting to see the reaction.

I want to point out to the members of the committee that, by and large, we are putting the thrust back on to the local municipalities, as opposed to the provincial government, in providing for the cost of education in many areas of the province. We all recognize, and we have heard the argument many times, that it is taxpayers' dollars. However, it is the kind of taxation we are talking about; regressive property tax as opposed to the other taxes available to the provincial government.

The minister probably has some comments that I will be interested in hearing. At the beginning I heard her talk about the great commitment. If you look at actual figures on a sheet, she is quite right that they are higher. However, I am talking about constant dollars for the public boards—I have calculated only for the public boards—as a percentage of the cost. Perhaps the minister will comment on what she thinks with respect to the matter.

Hon. Miss Stephenson: I am not sure whether the word "misleading" is as appropriate in committee as it is in the House.

Mr. Chairman: I think it is appropriate; if it is appropriate, it is appropriate.

Hon. Miss Stephenson: Then I will say it is unfortunate the honourable member has chosen to look only at public boards, because there are also significant numbers of separate boards in the province. To make a declaration about funding on the basis of about one half of the school boards in the province is quite an inappropriate—

Mr. Bradley: It is the public school boards I am talking about.

Hon. Miss Stephenson: I know that, but you are making a pronouncement that everything is going to hell in a hand basket on the basis of public school boards. In the first place, all the boards have had a decline in enrolment, as you are well aware.

Mr. Bradley: I understand that; except for Peel.

Hon. Miss Stephenson: I think there are six boards that have had an increase. Out of approximately 157 to 160 boards of education or school boards in Ontario you have chosen 75, by your own count.

Mr. Bradley: I said 71.

Hon. Miss Stephenson: I think it would have been much fairer if you had chosen the entire school system because, as you are very much aware, in such areas as northern areas where there are separate school boards, the provincial legislative grant may provide for about 90 to 98 per cent of the cost of education for the students.

Mr. Bradley: I understand that.

Hon. Miss Stephenson: There is no doubt that is being delivered. There also is no doubt the general level of assessment across the province has increased fairly dramatically in the past decade. Of course, you use that marvellous date of 1975, which was an aberration; you will not admit it was an aberration.

Mr. Bradley: I thought it was an excellent year.

3:40 p.m.

Hon. Miss Stephenson: Of course it was an excellent year because we managed to hit a tiny bit above 60 per cent as a result of the commitment of an additional unique number of dollars to meet the additional requirement for teacher qualifications, as I understand it. Is that not so?

The people who were around in 1975 will be able to tell me—

Mr. Bradley: Are there any left?

Hon. Miss Stephenson: —that additional funds were allocated through the general legislative grant that year.

Mr. Bradley: I compliment you on 1975.

Hon. Miss Stephenson: Well, thank you very much. That is very kind of you.

You are also aware, of course, that the figures I quoted to you at the beginning of the estimates were general percentage figures. I said that they were relatively close to one another. They were not equal.

The percentage increase in the cost of education was relatively close to the percentage increase in the GLG, which was superseded only by the percentage increase in the local tax base for the support of education.

During that period of time, there was a considerable increase in assessment. Therefore, the impact on the municipal property taxpayer, the home owner, was not nearly as high as you are suggesting it was. In fact, it was significantly lower than the rate of the consumer price index increase.

Mr. Bradley: Depending on the municipality.

Hon. Miss Stephenson: That, of course, depends upon the expenditure of the school board, over which I do not have direct control.

Mr. Chairman: Mr. Bradley, I would suggest that you let the minister finish. She did not interrupt you in any way, so let her make her statement.

Mr. Bradley: She has interrupted, from time to time, in estimates. I know she does not mind.

Hon. Miss Stephenson: All I am trying to say is that it would be more appropriate if you were to use all the figures available to you rather than being selective about public boards. The enrolment decline in a number of the public boards has been much more significant than it has been in some others, and you have particularly chosen urban boards.

The enrolment decline in urban boards has been extremely significant, especially in Hamilton, and since our GLG is based upon per-pupil grant it is reasonable to anticipate that the rate of growth for those boards would not be quite as great as it would have been had the numbers of people kept on increasing in the same way as in the 1960s.

Mr. Bradley: But I think you are aware there are a lot of fixed costs that do not go down simply when there is a decline in enrolment.

Hon. Miss Stephenson: I have been making that statement more frequently than you have, as a matter of fact, since 1978.

Mr. Bradley: That is true, you have.

Hon. Miss Stephenson: I recognize that. That is why we have worked so hard to try to balance out the general legislative grant, in order to provide those fixed costs to boards which simply do not have the wherewithal to meet them. We are talking about northern boards and separate boards, and some of the small boards that do not have the kind of tax base that will allow them to meet any of those costs, even a significant proportion of them.

Therefore, there have been very significant increases for many of those small boards, and many of the separate boards. Some of the very large urban boards, particularly the Toronto board, have lost very dramatically because they have had such a huge decline in the school population and because their assessment base has grown by leaps and bounds during that period.

Therefore, the burden placed on the individual property taxpayer is significantly less than it would be if we were to reduce those grants to separate school supporters or to small board supporters in northern Ontario or other rural areas.

We are always trying to be fair and, therefore, I would ask that you be fair in your comparisons. Use all the figures that are provided to you, instead of selectively choosing those which provide the kind of bleak picture you want to paint. The picture is not bleak.

Mr. Bradley: I know you will provide a picture which is rosy.

Hon. Miss Stephenson: I am not providing a picture which is rosy.

Mr. Bradley: You do not do that.

Hon. Miss Stephenson: I am providing a picture which is factual. I have told you that we have not managed to maintain 60 per cent. I have said that with regularity. It bothers me that we cannot, but we cannot if we do not have the revenues to do it.

We keep continuing to try, and we have really done pretty well. Education has not, in fact, suffered the kinds of slings and arrows it has in some other jurisdictions. I would ask my colleague whether Saskatchewan has managed to keep up the percentage increases quite as rigorously, because I know that some other jurisdictions have not. We keep trying to do it.

Mr. Chairman: Are you automatically approving school board budgets?

Hon. Miss Stephenson: No, we have nothing to do with approving the school board budgets. The school board produces its own budget,

submits it to the municipality in which it is situated, and neither the municipality nor the ministry has the opportunity to approve the budget of the school board.

Mr. Bradley: The municipality would like that, though.

Hon. Miss Stephenson: All the municipalities want very badly to have the authority to approve school board budgets; and that is wrong, it really is. I cannot see any reason why the duly elected councillor of a municipality should have the authority to approve or disapprove the budget established by duly elected school trustees in the same municipality. They are equal, or they should be.

Mr. Chairman: They are mostly acclaimed.

Mr. Kells: The public does not know who is supposed to be responsible. They get upset and dump all over you when you are a municipal councillor.

Hon. Miss Stephenson: If you are a municipal councillor and you are dumped all over, why do you not give them the trustees' phone number so they can dump all over them instead?

Mr. Kells: That is a nice, simple answer.

Hon. Miss Stephenson: No, it is not a simple answer because most of the people who phone you and complain do not know who their trustee is, do they?

Mr. Kells: No.

Mr. Chairman: That is right.

Hon. Miss Stephenson: That is right.

Mr. Chairman: That is what I said, there was no election.

Hon. Miss Stephenson: We tried.

Mr. Sweeney: The minister chided my colleague for leaving out reference to separate schools. The minister will be well aware of the fact that with the exception of the extra money that went to grades 9 and 10 to begin to close the gap between the funds that went to public schools and separate schools for those two grades, these figures would be relatively similar for that system as well.

Hon. Miss Stephenson: I do not know that they would be.

Mr. Sweeney: With that one exception, the figures would be relatively similar.

Hon. Miss Stephenson: All I asked was that if you are—

Mr. Sweeney: Because the basis for calculating them is similar.

Hon. Miss Stephenson: —going to make comparisons, use the total picture instead of just selecting certain of the large school boards where the impact has been more severe.

Mr. Sweeney: All I am saying is that if you took out that grade 9 and 10 factor, which we both recognize, the figures would be comparable for each system.

Hon. Miss Stephenson: That is about the same. We certainly have not declined with respect to the average support for the separate school boards with respect to their total cost.

Mr. Sweeney: But there has not been a dissimilar rate of growth in funding based upon assessment. If you maintain the assessment base and the enrolment base between the two school systems and the foundation funding system that is put in place, the relative increases or decreases would be the same for the two systems with the exception of grades 9 and 10. There is no reason why it should be any different.

If it is different, I would like to know what the basis would be because I cannot think of any.

Hon. Miss Stephenson: If it has remained the same in the separate school system then obviously between 1970—

Mr. Sweeney: I am saying that if you take into consideration the changes in assessment and enrolment, naturally the figures would look more similar but the basis is the same. If you accept the fact that separate schools have had increases in enrolment at the same time that public schools have had decreases—

Hon. Miss Stephenson: They have not all had increases in enrolment.

Mr. Sweeney: Quite a few of them have. More of them have than have not, let us put it that way.

Hon. Miss Stephenson: No, that is not true.

Mr. Sweeney: Certainly they have in Metro.

Hon. Miss Stephenson: In Metropolitan Toronto, yes, but that is not true across the province.

Mr. Sweeney: Certainly they have in Ottawa, certainly they have in Windsor, certainly they have in grades 9 and 10 in most systems that have them.

Hon. Miss Stephenson: In some places it has been more dramatic.

Mr. Sweeney: If you also accept the fact that proportionately speaking the assessment base for the separate school system has decreased, if you take those factors into consideration—

Hon. Miss Stephenson: The assessment base has not decreased.

Mr. Sweeney: —then the relative base would be the same.

Hon. Miss Stephenson: That cannot make a huge difference. If there are only 37,000 grade 9 and 10 students in the entire province, the amount of money which is delivered on behalf of grades 9 and 10 students is not going to make a significant difference. How do we manage, if we have not really done—

Mr. Sweeney: If you take the largest growing boards, such as the Metropolitan Toronto School Board, the Peel Board of Education, the Carleton Board of Education, the York Region Board of Education and the Durham Board of Education, in every case—I do not have the figures in front of me—the growth in the separate board has been slightly higher than in the public board on a proportional basis.

Hon. Miss Stephenson: I am sorry, I cannot agree with that because I do not know. There has been an increase in all of them, but whether it has been proportional to the increase in the public board in York, I really cannot tell you what the relationship is.

Mr. Sweeney: The fundamental argument, though—

Hon. Miss Stephenson: The fundamental argument I am trying to make is if you are going to make this kind of comparison, be fair and use the information related to all of the boards in the province instead of being selective about it.

Mr. Sweeney: Even if that were the case, these figures would not be significantly different.

Hon. Miss Stephenson: But they are.

Mr. Sweeney: They would differ for each board for the particular reasons we have discussed, but overall, they would not. That percentage decline from an average of 60 to an average of 48 holds true province-wide.

3:50 p.m.

Hon. Miss Stephenson: In actual fact, in the amount provided to school boards in the separate system, almost exactly the same level has been maintained right across the province. Since there is not a significant number of grade 9 and 10 students, that has not been the cause.

Mr. Sweeney: Okay, but if you factor in the decreases in assessment, comparatively speaking, and the increases in enrolment, that is where you will get—

Hon. Miss Stephenson: That is not part of this at all.

Mr. Sweeney: Obviously, both those factors influence the grant.

Hon. Miss Stephenson: May I simply say again that I am delighted Mr. Bradley set the researchers to working so diligently. I wish he had done it on a broader base because it would have been fairer.

Mr. Bradley: Do you disagree with respect to the public boards selected?

Hon. Miss Stephenson: No, the public boards have not, in fact, had a significant or dramatic increase. They have had one where there has been an increase in numbers and where there has been a decrease in the assessment base for them. If they have not had those factors, if there has been a decline in enrolment plus an increase in the assessment base, then obviously the dollars delivered to the boards have declined.

I do not know what it is you are trying to get at. If you are trying to get at the concern I have that we maintain the commitment to the public educational system as much as we can, then all I can tell you is I am committed to that position. If I do not get all the dollars I want from the Treasurer (Mr. Grossman), it means the Treasurer does not have all the dollars.

They can be devoured right out of sight by the health care system, and that is exactly what happens. Every day of the week you guys tell us how much more we should spend on health.

Mr. Bradley: We always tell you areas in which you could cut, as well.

Mr. Sweeney: We also tell you how the dollars being spent now could be spent more efficiently.

Mr. Allen: Mr. Chairman, I think it is reasonable to agree with the minister's proposition that one should not deal with extreme cases. It is obviously not quite correct to evaluate the system in terms of the fact that Toronto is moving into a negative grant situation nor is it proper to evaluate the situation in terms of northern boards or the separate school system where the income from legislative grants reaches something in excess of 90 per cent. These are obviously quite accurate facts and observations, and that is appropriate.

What concerns me, and certainly the member who was asking the immediately previous questions, is that it is difficult to reconcile your statement, for example, that separate school funding percentage levels have maintained constancy when the table I am looking at indicates that in 1975 the percentage of support was 84.9 per cent and gradually crept down to 80.33 per

cent in 1982. I am not sure, because I do not have the exact table before me, what has happened since. None the less, there has been obviously some significant—

Hon. Miss Stephenson: I am sorry, I was comparing 1970 to 1983.

Mr. Allen: That would mean maintaining a constancy and I agree with you.

Hon. Miss Stephenson: It is a much more rational period of time to choose than between 1975 and 1984.

Mr. Allen: It is very debatable what you use as your base year.

Mr. Bradley: The best one was 1975.

Mr. Allen: From the point of view of those who locally provide moneys for education, it is quite clear they are going to be concerned the government is prepared to move, to oscillate, as much as it does over the period of a decade and a half and to reach as high as 60 per cent at one stage, and bottom out as low as 48-point-something-or-other in another. It creates major problems with respect to local financing and taxation.

You appeared to be suggesting, and correct me if I am wrong, that because the percentages one could use in the separate system were so much higher than those in the public with respect to the proportion of the grant that came from your coffers, there was something wrong with what my friend was observing.

If one looks at the problems in delivering quality education across the province as a whole, one has to acknowledge that the percentage contribution to the separate school system through general legislative grants is higher because of the weak assessment base. None the less, when one looks at the difference in recent years between grades 9 and 10, the enriched levels of the separate school system, and grades 9 and 10 in the public school system, one finds that while the gap is closing slightly it was still in the order of \$421 per student in 1978 and \$351 in 1983.

Citing of percentages for the separate system is obviously no answer to the problem of a lowering of the percentage of contribution by the provincial ministry to the public school system. If your point was to try to counter that with the observation about higher separate school percentages, I fail to see the point, but perhaps I missed it.

Hon. Miss Stephenson: I was trying to say that you must balance the support for the entire system against the support for some selected

boards within the system, which was the basis of Mr. Bradley's information sheet.

Mr. Allen: That is how I prefer to deal with it, in broad averages across the system as a whole; that is the simplest way to do it.

Hon. Miss Stephenson: I do not know why Mr. Bradley has the idea I had said something else or suggests I said something else. A relatively similar increase in the percentage increase of allocation made by the province in general legislative grant and the local taxation—that is precisely what has happened. As I told you, the expenditure increase in education between 1970 and 1984 was of the order of 286.5 per cent, the GLG increase was of the order of 260 per cent, and the local taxation increased by 314 per cent.

However, during that period the assessment base, the local taxation level across the province, increased by approximately 70 per cent, which ensured that the average mill rate increase across the province was of the order of 144 per cent during that 13- or 14-year period. That is quite a good deal less than the increase in the consumer price index, which was 199 per cent during that same period.

Mr. Bradley: The needs those municipalities had to meet expanded as well. If you look at pollution control, sewage treatment for instance, which we would all agree is an essential item, municipalities using that tax base have had to spend far more money on projects of that kind over the years. As to the increase in assessment, it has largely been eaten up by the need for hard services municipalities have had to provide.

Hon. Miss Stephenson: I remind you that Robert Jackson did not agree with your use of the term "regressive" in referring to property tax. He suggested strongly that there be retention of a portion of the property tax support. He suggestion was in the order of 40 per cent.

Mr. Bradley: I would agree with that.

Hon. Miss Stephenson: I think that is a delightful ideal and I will be absolutely overjoyed when the revenues of the province are sufficient to provide for that. Please do not try to leave the impression nobody is attempting to work in that direction; that is precisely what we are doing.

Mr. Bradley: I see it moving in the opposite direction to the one you say you are moving in. If you did, I would give you credit.

Mr. Chairman: Where would you get the money?

Hon. Miss Stephenson: The chairman has an interesting question. Where do you suggest we extract the additional funds at this point to increase it to 60 per cent?

Mr. Sweeney: They are being extracted, but they are being extracted at the property tax level; that is the problem.

Hon. Miss Stephenson: No. I was asking about the provincial level. Where would you suggest we extract the funds?

Mr. Sweeney: If you were truly—let me put this very carefully.

Hon. Miss Stephenson: You had better.

Mr. Sweeney: All right.

Hon. Miss Stephenson: Yes; you had damn well better.

Mr. Sweeney: If you were truly open with the taxpayers of this province, you would point out that the person who pays income taxes pays property tax, and you would point out the relationship between the fact that for the same service they are paying less income tax through the province's coffers and more property tax through the municipal coffers.

One of the great difficulties the municipalities are having—I am sure they must have told you or your colleague this—is that the kinds of services they feel obligated to provide as a municipal level of government are being somewhat curtailed because they know the local school board has to take so much more money out of the pool of property taxes available.

Mr. Chairman: What is suffering?

4 p.m.

Hon. Miss Stephenson: I go to the Association of Municipalities of Ontario and the Rural Ontario Municipal Association and all sorts of meetings, and that is not one of the points that has been raised at any of the meetings, that they have had to curtail any of their municipal activities in order to—

Mr. Sweeney: They sure bring it to our attention.

Mr. Bradley: They have. If you meet with your local council from time to time—I do not know whether it happens more often in a large metropolitan area or not, but it certainly happens with a lot of the members who would be in this committee. They would meet with the local reeves, mayors and council members, and they get the same story coming back.

Just as you mandate programs for boards of education and expect them to carry out those mandated programs—as you should, as you are

entitled to—so the Ministry of Municipal Affairs and Housing, the Ministry of the Environment, or other ministries mandate certain programs for municipalities to carry out.

Hon. Miss Stephenson: What is Municipal Affairs' mandate?

Mr. Bradley: Municipal affairs and housing.

Mr. Nixon: You are going to distribute them yourselves, anyway. Is that what you had in mind, some of you?

Hon. Miss Stephenson: No, that is not what we had in mind, and you know it was not.

Mr. Nixon: Certainly it was. What do you call that formula? It is named after the director of the grants policy branch of the Ministry of Education.

Hon. Miss Stephenson: It was not the basis of the Martin proposal. You will be reminded—as gently and as kindly as possible, I would hope—that the entire area of school financing is before the Ontario Commission to Inquire into the Financing of Elementary and Secondary Education.

Mr. Bradley: That is interesting, but it is also nice, because you can get it out of the political arena.

Hon. Miss Stephenson: No, it is not out of the political arena. I have asked for expert advice, I believe, from people who have knowledge of the way in which school financing has to be carried out, and the kinds of directions which will have to be pursued. They will be exploring this with all the municipalities and school boards, and with the members of the opposition, if they wish to participate. Be my guest and go ahead.

Mr. Bradley: You said that in such a kind voice.

Hon. Miss Stephenson: I would be delighted if you did.

Mr. Bradley: Let us go to the proposal where you are going to get your hands on the only, sole—

Hon. Miss Stephenson: James Bradley, before you transgress into that divergence—

Mr. Nixon: You know what he is going to say, and he is right.

Hon. Miss Stephenson: He is not right.

Mr. Nixon: Sure he is.

Mr. Bradley: I am right—

Hon. Miss Stephenson: You are not right, because that proposal is before the commission on school financing as well. We do not have it in our hands. It is not part of our activity at present,

nor has it been for the last year. It was before the Advisory Committee on Financing Elementary and Secondary Education.

They had a totally divided response to it—which was of no help to the minister, I can tell you—and it was, therefore, referred to the commission on school financing. I am sure that they will determine the appropriate way in which to establish financing mechanisms for public education.

Mr. Bradley: You floated this out in the public for a while. You bounced it off people, and yes, you did have a group look at it, which was supposed to look at it. I hate using the words “the Martin proposal,” but that is what it is: “the Martin proposal.” I see that—

Hon. Miss Stephenson: No, it was Martin model, that was it.

Mr. Bradley: I understand why it is attractive to certain separate public school boards and to some smaller public school boards. I see that there is a problem—

Hon. Miss Stephenson: I would not get my hands on one ruddy cent, not one. That was never a part of the proposal or the model.

Mr. Bradley: — with regard to assessment for those smaller public school boards, which are assessment poor, and for the separate school boards. I see why it is attractive. You talk to some of those trustees. It is pretty attractive to them because they see it as one way of getting funds they feel they deserve.

On the other hand, what it would do, in effect, is to allow your government to get its hands on the one source of municipal taxation which is exclusive to a municipality, and that is the municipal property tax. Not only are you asking that they provide a greater percentage of the cost of education, but you also want to get your hands on that source of taxation, the only source they have. That would happen if you were to implement that particular model.

I do not think that is acceptable, and any municipal councillor in Ontario who would allow your government to do that without protesting certainly would not be doing his or her job. Would you not agree?

Mr. Chairman: The money would end up in the municipalities.

Hon. Miss Stephenson: That is correct, Mr. Chairman. The money would be in the hands of the municipalities, not in the—the large boards do not want to give up any of their autonomy, there is no doubt about that.

Mr. Bradley: They do not want to give up the one source of taxation they have. It is their sole source of taxation. Do you blame them for that?

Hon. Miss Stephenson: I can understand it.

Mr. Bradley: Understand it? Therefore you would not want to bring forward a proposal, when all these—

Hon. Miss Stephenson: We did not bring it forward. We consulted on it.

Mr. Bradley: That was a pretty strong—

Hon. Miss Stephenson: Did you go forward, Mr. Martin, and tell boards that you were going to introduce this?

Mr. Bradley: You did.

Hon. Miss Stephenson: No, I did not.

Mr. Bradley: Sure, you did.

Hon. Miss Stephenson: I am sorry, but that is not factual.

Mr. Bradley: This is an impression you conveyed across the province.

Hon. Miss Stephenson: You have such peculiar distortions of impression reception that I am going to take you to a neurologist, because I think you need it.

Mr. Bradley: You obviously did not take your anti-inflammatory pills today.

Mr. Chairman: She has been provoked. Mr. Allen.

Mr. Allen: Obviously the minister does not want to be very specific in the area of educational finance while the commission is examining the question, and I can understand that. I can also understand why the commission is there; it is not just on account of the extension of separate school funding, but also because of the extreme political difficulties of the Martin proposal.

I certainly understand the political nervousness of the local boards and municipalities with regard to that proposal. Whatever merit there might be in local pooling which did not affect local autonomy, and I am not prepared to discuss that at the moment, but at least on a province-wide basis it is probably not a viable proposition.

None the less, although the minister backed off from the question, using the excuse of the existence of a finance commission, she immediately became very defensive with regard to the whole matter of sourcing moneys for education, as though she did not have any ideas as to either where they had gone or where they could come from in terms of taxable resources in recent years.

I remind the minister that at least twice, perhaps three times, in the House I have referred

her to David Perry's analysis in the Canadian Tax Journal, comparing Ontario's and national levels of expenditure on education as percentages of the gross provincial product, covering precisely the decade she, of her own volition, has chosen as one to compare, namely, the period from 1970-71 to 1980-81.

I wonder whether she has had the number crunchers in her ministry do an analysis, extension or evaluation of Perry's statistics. It is quite clear that in 1970-71 Ontario was able to spend substantially more, as a proportion of the gross provincial product, in every panel of education than it can now.

For example, Ontario in 1970-71 was able to spend 7.7 per cent of gross provincial product, as against 5.8 per cent in 1980-81; a very substantial drop. In elementary and secondary education, it was 4.7 per cent, dropping to 3.9 per cent. In post-secondary, it was 2.5 per cent, dropping to 1.6 per cent. In vocational/occupational, it went from 0.5 per cent to 0.3 per cent.

In every one of those categories, with the exception of post-secondary, the averages of the rest of the provinces were higher. Even in post-secondary, which was temporarily higher, it varied quickly and slipped below the national average midway through the decade.

Quite obviously, Ontario not long ago was able to find a relatively greater proportion of the gross provincial product that it was prepared to devote to education, all sectors considered. Now, for some reason, it cannot. I think the minister must defend that lapse. It is not up to us to say where the money can come from. Obviously there has been a major policy change.

4:10 p.m.

The minister also knows that in the course of 20 years this province has backed itself disastrously out of the whole arena of corporate sector taxation, in which it is a mere shadow of its former self. It produced no significant result in terms of the intention of that policy, which was to promote investment. It did not do that efficiently. As a result, it did not accelerate the investment base as much as it might have or give us an even broader base for educational purposes. It also reduced, in effect, the capacity of the corporate sector to contribute to the educational needs of the province.

As far as the minister can read her government's mind, given the critical state of the economy and the consensus that appears to exist with regard to the importance of education vis-à-vis economic growth, is the government now in a position to increase the proportion of the

gross provincial product devoted to education to reverse that trend once more?

In terms of expenditures of provincial revenues, is the minister prepared to reverse the trend which paralleled that, namely, the real decline in provincial government funding for Ontario education from 1975 to 1984? The reduction has been from 16.5 per cent of provincial revenues spent on education to 12.2 per cent, a drop of four percentage points. That is almost a 25 per cent decline in terms of the percentage of the provincial government's revenues devoted to education.

Is she prepared to reverse those percentages and that historic decline? "Historic" is the word to give it now.

Hon. Miss Stephenson: I am sorry to have to explain to the member that the Minister of Education does not make those decisions alone; those would be cabinet decisions. I will continue to do my best to defend the budgetary allocation of the Ministry of Education and the Ministry of Colleges and Universities. I have done it in the past with a great deal of enthusiasm and a great deal of vigour. I will continue to do that.

Mr. Allen: I hope, for example, you will tackle the Treasurer on the question of reinstating succession and estate taxes and moving in the direction of a fairer taxation system in the province, which would help us all.

Hon. Miss Stephenson: I want to remind the member that one of the significant factors in this at the elementary-secondary level has been the marked decline in enrolment. It is a factor relating very clearly to the allocation that is provided for educational purposes. It has not been proportional—

Mr. Bradley: Fixed costs—

Hon. Miss Stephenson: Would you wait? It has not been proportional in terms of the decline in tax support, not by a long shot. However, it is a factor that must be considered in all of this.

Mr. Chairman: What about the school boards? It does not seem to affect the school boards too much, does it?

Mr. Bradley: There are almost the same number of buses, because they still have to pick up students on a certain route.

Mr. Chairman: What about the student-teacher ratio? Does that become more of an issue with falling enrolment?

Mr. Bradley: Yes, it certainly does.

Mr. Chairman: It keeps up budgets a little bit, does it not?

Mr. Bradley: There is no question it does that, particularly when you see that the problems confronted by many of the students coming into the system today, compared with 15 years ago, can be somewhat different because of the changes that have taken place in our society and the increased demands which the public or parents are making on the school system.

The minister may think the parents should be doing the job; she does in some cases, and she has expressed her views on that. In the best of worlds she would be absolutely right, but the reality is that in some cases the parents are not going to or cannot carry out the responsibilities which they did in the past and, therefore, those responsibilities go to the school.

Hon. Miss Stephenson: What do you mean "cannot"?

Mr. Bradley: Some of them have lost control of their kids. You know that as well as I do.

Mr. Chairman: This whole program of women in employment and day care centres; these are all charged to the public purse.

Mr. Allen: We are all aware of the impact of the last two years in particular on family morale.

Hon. Miss Stephenson: I am not sure that changes in society or in social structure in any way lessen the responsibility of parents for their kids.

Mr. Bradley: You are right in theory, but in reality you are wrong.

Mr. Chairman: Mr. Wiseman, do you have a comment?

Mr. Wiseman: Mine is not on this, but I thought maybe we were finished with this and I could get on to some capital spending and see what is happening.

Mr. Chairman: Do you want to deal with Mr. Bradley any more, Minister?

Hon. Miss Stephenson: There are two or three other things that Mr. Bradley has asked.

Mr. Wiseman: We are still on—oh, I am sorry.

Mr. Chairman: You can come right after that, Mr. Wiseman.

Hon. Miss Stephenson: No; because it can—

Mr. Chairman: All right.

Mr. Bradley: I will let you take the floor.

Mr. Chairman: Go ahead, Doug.

Mr. Wiseman: There seems to be less and less money for capital projects for our eastern Ontario area. I am thinking of upgrading a school a little. I remember trying to get laboratories in one or

two of our high schools. There are one or two buildings that need to be replaced in eastern Ontario and there is no money for it. Some people think the money is going to build new separate schools and perhaps it is, because that seems to be where the volume is today.

How do you divide up the pie as far as capital is concerned? From what they tell me, we may be getting the short end of the capital stick for a number of years. Perhaps we are getting our fair share; if we are, I want to hear about it.

Hon. Miss Stephenson: I think you are. For about the past five years, 90 or 91 per cent of all capital funds have been allocated to classification A; that means to areas where the increase in enrolment or the change in the pattern of enrolment has been of such significance that the children actually do not have a place to go to school. That is the way we have spent 90 to 91 per cent of all the dollars available to us.

Mr. Wiseman: I realize you have to do that. While we are on this, is the largest percentage of that 91 per cent going to separate schools and very little to the other schools?

Hon. Miss Stephenson: Until this year, I do not think that was factual. This year it is a little more than 50 per cent. For perhaps two years in the past five or six years, separate schools have received more than 50 per cent.

It has been in the areas with a growing school population. I can name the boards for you. They include the Durham public and Durham separate boards and the York region public and York region separate boards—the growth in York region is probably the fastest in Canada. There are the Peel public and separate boards; that is not entirely so, because the Peel region is so large and they are so far apart that in south Peel they are closing schools and in the north they are building them. Scarborough has had the same problem. The Metropolitan Separate School Board has had to increase the number of schools. Halton and the peripheral area around Burlington have had some. The Carleton public and separate boards are the other boards that have received the bulk of those funds.

Boards where there is a stable or rapidly declining school population and where school facilities are available so the children can be housed appropriately in classrooms have not qualified for classification A places. The rest of the money is spent on absolutely essential modifications to school buildings such as replacing lavatories for students, putting in new furnaces, putting on new roofs and that sort of thing.

Mr. Wiseman: Does that come under category B?

Hon. Miss Stephenson: There are five categories altogether. I cannot remember whether that is B or C.

Mr. Wiseman: I agree that you have to supply classrooms for students who do not have a place to go to. With enrolment declining the way it is, when do you think you will be caught up and have some money to spend on necessary repairs for some schools where even the fire marshal has said they are needed?

4:20 p.m.

Hon. Miss Stephenson: We have addressed the fire marshal's requirements at almost every board. I do not think there is a board where the fire marshal's requirements have not been met.

In spite of declining enrolment, requests from school boards for capital activity this year were almost \$400 million. The enrolment continues to decline by about 1.5 to two per cent per year, and yet there have been requests this year for almost \$400 million worth of capital. We had something in the order of \$89 million.

Mr. Martin: That is total expenditures.

Hon. Miss Stephenson: It has been steady for about the past five years. Last year, it was \$325 million. At the rate they are going, we will never catch up.

Mr. Wiseman: The feeling in a rural area, however, is that the bigger ones have more clout. That does not hold water, then?

Hon. Miss Stephenson: No, it does not.

Mr. Wiseman: And it is not true that they are getting the dough ahead of the smaller areas.

When a school is no longer needed, is it compulsory that more than one appraisal must be obtained? And if it is no longer needed, who gets first choice at it?

Hon. Miss Stephenson: There is a procedure. Other school boards, educational facilities, public educational institutions and the municipality have first choice.

Mr. Wiseman: In that order? The school boards first?

Hon. Miss Stephenson: No. They are all on the same list, as a matter of fact.

Mr. Wiseman: To make sure there is a realistic price on it?

Hon. Miss Stephenson: Yes. They are supposed to get market value.

Mr. Wiseman: Can they not ask for more than one appraisal? I can think of one case—I think the

people know where it is; it is not too far from home—where the appraisal has not been very realistic. Right now, I would give them double what they got and could make some money. They had only one appraisal, as I understand it, and I wonder why you would not ask for two.

Hon. Miss Stephenson: I do not think we have ever asked for two. We have simply asked that there be a realistic market value assessment attached to it. It is the school board's responsibility. We do not ask for the appraisal; they do that themselves.

Mr. Wiseman: Do you ask for any funds back when they sell an obsolete school?

Hon. Miss Stephenson: In fact, a portion does accrue to the ministry. However, we have made arrangements that a board may retain the ministry's portion in reserve funds for the purposes of remodelling or improving school facilities in its remaining schools, to provide for the needs of the school board without asking for an additional capital grant from the ministry.

Many boards are using those funds to replace furnaces and to do all sorts of things, as a matter of fact.

Mr. Wiseman: Could you give me a rundown of what our regional office in Ottawa does to assist boards of education throughout eastern Ontario?

Hon. Miss Stephenson: Do you have a week?

Mr. Wiseman: Just highlight it. Do they ever get into the schools for hands-on time, or do they just work it from Ottawa?

Hon. Miss Stephenson: Representatives of the regional office spend an awful lot of time in school buildings, because they are frequently there meeting principals, teachers, regional educational councils and sometimes parents.

The role of the regional office is as a support and implementation group for educational purposes throughout the province. The Ottawa regional office provides that kind of support and activity to eastern Ontario. It attempts to be of assistance to boards when they have difficult problems or matters to determine related to the provision of space. It acts as a consultant when there are specifically needs for certain groups.

Each of the regions has a significant number of educators attached to it who function in multiple capacities in support of the implementation of programs. The implementation of special education, for example, has been conducted primarily through the regional offices. The implementation of Ontario Schools, Intermediate and Senior Divisions, is being conducted in exactly the same

way, simply because we feel this is the primary role of the regional offices.

Mr. Wiseman: There are two areas I would like you to elaborate on a little more. Teacher development days, or whatever they call them now—

Hon. Miss Stephenson: Professional development days.

Mr. Wiseman: Do they ever appear at professional development days or take a hands-on approach to those meetings?

Hon. Miss Stephenson: Oh, yes, indeed; that is one of the roles in implementation. The appropriate consultants or staff from the regional office participate in professional development days—in the implementation of both special education and OSIS, as a matter of fact.

Mr. Bradley: It must be under the ski instructor's orders.

Hon. Miss Stephenson: I am sure the member for St. Catharines (Mr. Bradley) knows there was a change in requirement relating to professional development days about a year ago.

Mr. Bradley: I can remember the minister coming out in the hallway to talk about teachers going on skiing trips.

Hon. Miss Stephenson: I did not mention that.

Mr. Bradley: I was there; I saw you.

Hon. Miss Stephenson: One of the reporters asked me if I approved of them going on skiing trips with their students. I said that if it were in support of a physical and health education program I thought it was appropriate.

Mr. Bradley: I thought it related to PD days.

Hon. Miss Stephenson: That is what I said. If they are going with their students in support of a physical and health education program, that is fine.

Mr. Bradley: I wish I had the tape.

Hon. Miss Stephenson: By all means, go and get it. The other question that was asked was whether I approved of them going to the horse races. I had not known they did that, so I did not say anything.

Mr. Bradley: I wish I had that tape so I could figure out whether you said it or a reporter said it. I could have sworn you said it.

Hon. Miss Stephenson: No, I did not; I made no comment about that. As a matter of fact, I very specifically did not make comment and was somewhat irritated when it was suggested that I had made comment about it, because I had not.

Mr. Bradley: There are so many scrums out there, I just do not remember what was said at which.

Mr. Wiseman: I just wondered too about the support they might get from the regional office. I mentioned the other day I thought perhaps they had lots of chiefs in secondary education and maybe the \$800 or \$900 difference in the grants allowed them to have that. I thought it also allowed them to have a lot more spares than they ever get in the elementary. But I wondered if the regional office—

Hon. Miss Stephenson: I would like to disabuse you of that, because the consultants at the board level function on behalf of both elementary and secondary panels in most circumstances. They do not function only on behalf of one panel, although in some circumstances there are some specialists.

In addition to that, the new requirements of OSIS make it much less likely there will be a hugely significant amount of time which could be considered to be recreational for anyone within the secondary school system.

Mr. Wiseman: The reason I ask this is that I have a friend on a board and he was telling me about a case they had where all the children walked out because the teacher was not doing his or her job. They checked into it and found the person had been turning out pupils who had not been up to scratch for some time.

This teacher had been in the system for some 10 or 12 years, but it was not until the kids walked out that the board took some action. I said to this fellow, "You ought to be ashamed of yourself if you or your superintendent or someone like the principal had not picked that up long before."

Hon. Miss Stephenson: First, the principal; second, the supervisory officer; then the director of education; and then the board.

Mr. Wiseman: I thought it was terrible that had to be the case; that the kids had to have the guts to stand up and say they would not be back until the teacher was removed from the classroom; and they did remove that teacher.

That is why I came at you that way, to see what kind of supervision the regional office gives. Do we have enough people to give this kind of supervision to determine whether the teachers are doing their jobs?

Hon. Miss Stephenson: That is not the kind of supervision the regional office provides. The regional office acts in a consultant capacity to the boards, to groups of teachers and to directors of

education. As a matter of fact, in parts of Ontario it provides the base for a number of visiting consultant supervisory officers in French-language education where it is not possible for small boards to provide that kind of staff themselves as individual boards.

The ministry has provided that group of people who assist the boards in the provision of French-language education. They also do proposals under the Allan recommendations that we do the same sort of thing in northwestern Ontario with respect to secondary education programs. That, too, is part of our activity through the regional offices.

The regional offices also attempt to help boards to resolve problems which arise related to a number of issues, including some disciplinary issues or those related to employment.

4:30 p.m.

In addition to that, they help boards develop the information which is required in the reports the ministry requests of the board on a semi-annual basis, sometimes more often; and in addition to that, do the initial screening for the capital requests mechanism every year, which is just about now.

They do all of that for us. They look at the entire list, and, as a result of their intimate knowledge of the requirements of boards in their area, make their recommendations in addition to the boards' requests. We get all of that information. We do not just get what the regional office says, we get what the board requests plus what the regional office says; and then it comes into the central office for allocation purposes.

Mr. Wiseman: It is just that I go back, as I said the other day, to the 1960s. In some areas we have improved, and in other areas we do not seem to have come very far.

Hon. Miss Stephenson: We do not have ministry inspectors at the present time.

Mr. Wiseman: The thing that is getting across to a lot of families is phonics, and something or other that—

Hon. Miss Stephenson: You are suggesting that one of the roles of the regional offices should be to inspect and ensure that the supervisory officers in the various boards are doing their jobs appropriately.

Mr. Wiseman: I would like to know that somebody is.

Hon. Miss Stephenson: I think we do try to encourage them to do that. The legislation says they must do that. Here we have a former director

of education suggesting we should go back to the provincial inspector mode.

Mr. Sweeney: A former inspector, too.

Hon. Miss Stephenson: A former inspector as well. I must say there are some people who agree with that position.

Mr. Wiseman: If we had the two inspectors they had when I was going, John, I would go along with it.

Hon. Miss Stephenson: Maybe we should. I think that is one of the things we should look at.

Mind you, we moved away from that when it was determined that local boards of education in the larger units should be capable of carrying that out themselves. However, when I hear responsible teachers telling me that it has been three years—

Mr. Sweeney: A lot of them do not inspect. That is the problem.

Hon. Miss Stephenson: —since there was a supervisory officer in their classroom, I get just a tiny bit perturbed.

Mr. Wiseman: This was another reason I was asking you who makes sure that is done.

Hon. Miss Stephenson: The director of education in each of the boards is supposed to ensure that is done. That is, in fact, his or her role. In the few areas where the director is a she I think it is probably carried out, but I am not sure about the rest of them.

Mr. Wiseman: Does the regional office ask the director of education if every teacher, in a period of a year or two, has been checked—particularly the new ones, whom they do not know anything about?

Mr. Bradley: What new ones?

Hon. Miss Stephenson: No, we just—

Mr. Wiseman: Well, the ones with whom they have had difficulty.

Hon. Miss Stephenson: A considerable number, not a huge number.

Mr. Wiseman: It just does not look as if there is enough supervision to make sure it is done.

Mr. Chairman: Does vote 3301 carry?

Mr. Bradley: If I may say something to you, Mr. Chairman, I thought we were just going to carry on, and carry all the votes at the end.

Mr. Chairman: I thought perhaps we were close to the end.

Hon. Miss Stephenson: Not quite. Mr. Field of the Education Relations Commission is here, at the request of the members of the committee.

Mr. Chairman: All right. Are we going to have him on now?

Hon. Miss Stephenson: He is to report on the Education Relations Commission. Mr. Robert Field, lately of Toronto, formerly of Windsor.

Mr. Chairman: He has his Christmas tie on today.

Interjections.

Mr. Field: No, Mr. Bradley, no relation; but—

Hon. Miss Stephenson: Robert was your first inspector?

Mr. Bradley: No, John Field was.

Hon. Miss Stephenson: Oh, John Field was.

Mr. Bradley: He told me I had dusty shelves.

Hon. Miss Stephenson: Do you suppose he associated dusty shelves with dusty minds?

Mr. Sweeney: That is really an extension.

Mr. Chairman: Carry on, Mr. Field.

Mr. Field: Mr. Chairman, I am here to answer any questions members of the committee have for me.

Mr. Bradley: I will begin, then, if I may. I am asking for an overall, up-to-date assessment, to the beginning of this week, on what we have with respect to settlements out there; what disputes are now before the commission and at what stage, and a general assessment of the state of collective negotiations and collective bargaining between the boards of education in Ontario and their teachers.

Mr. Field: The rate of settlement is slower this year. I can give you the actual figures. We have had 110 settlements and there are 127 jurisdictions not settled, making a total of 237. Compared to previous years, we have about 47 per cent settled this year; last year at this time it was about 70 per cent and the year before about 80 per cent. The rate of settlement is slower this year.

Several of the major boards, ones we feel are lighthouse boards, are settling. When a board in the north, in Sudbury or Sault Ste. Marie, settles, often a number of boards in the neighbourhood also settle. The major problem now is Peel. We are watching the Peel jurisdiction closely because it has had a strike vote and is in a sanctioned position.

The rate of assistance the commission has offered this year has increased. This year we have appointed 106 fact-finders, 45 pre-fact-finding mediators and 28 post-fact-finding mediators. Last year there were no fact-finders because of the legislation. There were 62 fact-finders in 1982-83, 50 in 1981-82, and 49 in

1980-81. You can see that, because of the slower rate, the level of activity of the commission has increased and there is more fact-finding.

Mr. Bradley: Do you have enough money to carry out the fact-finding responsibilities? This might not have been anticipated. As you say, last year it was zero in terms of fact-finding and we may not have been able to anticipate the significant number this year. Is there sufficient funding to have fact-finders for the ones you are carrying on now and for any further cases?

Mr. Field: The commission is operating in the black at the moment, but it is possible we shall have to ask for a further allocation because we still have some fact-finding situations where appointments may have to be made in the new year.

At the moment, the commission is reluctant to appoint fact-finders because the fact-finder's report would become the property of the parties during the Christmas holidays. The philosophy behind the 15-day silent period is that there will be intensive negotiations, so at the time we are not appointing fact-finders.

We anticipate a further allocation may be required.

Mr. Sweeney: May I address the question of fact-finders? It seems to me that over the last two or three years there has been a fair degree of scepticism expressed by boards of trustees and teachers' federations as to the effectiveness of the fact-finding stage of the whole process.

Have you had a chance to analyse that? Has the commission looked at the role of fact-finders? Are you still convinced that is a valid part of the process? Do you have any sense its credibility has either been heightened or is declining? Where is it all at?

Of the entire process, that seems to come under the most criticism. It seemed to make a lot of sense in the original legislation. Has the experience over the years supported that?

Mr. Field: I am expressing a personal opinion. I still think fact-finding is effective. Bear in mind it depends, to some extent, on the number of issues before a fact-finder. The effectiveness of the fact-finding depends on the recommendations the fact-finder makes. If he or she makes recommendations that are close to what a settlement probably will be, I think that is effective.

The other factor involved in fact-finding is the use the parties make of the fact-finding report, particularly if they negotiate during the silent period when the effectiveness of the fact-finding is greatest. The commission encourages the

fact-finders to make hard-hitting recommendations, and I personally think the process is still valid.

4:40 p.m.

One of the things we try to do after a set of negotiations is finished is to match the settlement against what the fact-finder recommended to see how close to the fact-finder's recommendation the final collective agreement is. There is a high correlation. Sometimes the agreement is not entered into until considerable time has elapsed since the fact-finder's report, but you find the correlation is strong and positive.

Mr. Sweeney: I guess you would have very clear evidence. What does the evidence indicate as to the fact-finders' ability to result in a settlement immediately as opposed to an almost automatic transition to the next one or two steps? In how many cases is the fact-finder's activity and his or her report of sufficient weight to lead to a settlement? What is the track record?

Mr. Field: Several cases would be the answer. We keep track of how many settlements there are before the fact-finder's report goes public. By comparing the number of fact-finders' reports that do not go public, one has a count of the settlements that occurred during the fact-finding or in the 15-day silent period.

Another thing is the fact-finder's report is often very useful to the post-fact-finding mediator. The mediator often gets credit for a settlement when in essence he has been able to work with a fact-finder's report to get a deal.

Mr. Sweeney: Other than the obvious state-of-the-economy implications, what would you say is the reason there seems to be a reduction in hostility, despite the fact there is a high number of nonsettlements? Obviously, some teachers' groups simply do not want to go on strike.

Mr. Field: Yes.

Mr. Sweeney: Is there anything else? Is something else happening that we are not aware of that you are aware of or perceive?

Mr. Bradley: There is declining enrolment.

Mr. Field: One thing that has made a difference in several jurisdictions is a program we offer called RBO, the relationship by objectives program. We offered it in Atikokan and in the Welland County Roman Catholic Separate School Board—the climate was somewhat hostile there but a settlement has been achieved. We did it at Camp Petawawa and Parry Sound. These efforts have helped to some extent.

We offer a grievance mediation program that relieves the hostility to some extent. Instead of

grievances going to arbitration, we put in a grievance mediator for one day. There are several advantages. It gets rid of the grievances more quickly and that reduces the hostility.

Basically, I think teachers see what the economic climate is and are not as aggressive as they might have been in the past.

Mr. Sweeney: Are there significant changes in negotiation stance with respect to items on the table this year and last year compared to previous contractual requests? Are you noticing a change?

Mr. Field: Yes. There are more working conditions items in dispute now, rather than the grid. There is just cause. Component staffing has been a fairly major item. Another thing is that perhaps the boards now are asking for more concessions with respect to increases on the grid, with concessions on working conditions in return. Staffing continues to be and always will be a major concern. There is just cause, leaves; overall, working conditions seem to be more significant at the moment.

Mr. Sweeney: I have one last question and it ties in with the comment you just made. Given the changeover that will begin between public and separate schools at the secondary level starting next September, are you in any way involved in making recommendations or suggestions as to how to calm that down before something blows up?

Mr. Field: No, we have not been approached at the moment to do that. However, we are, of course, vitally interested in the implications and will be watching it very carefully.

Mr. Sweeney: Do you feel it would be appropriate for you to make any kind of a statement before the body that is studying this, with your experience behind it?

Mr. Field: The commission really attempts to be neutral; it not only attempts, it is neutral, and it wants to preserve that stance. The danger in making any kind of stand or a commitment or putting forward a position is that you run the risk of appearing not to be neutral. That is a risk the commission would have to examine before it took any initiative advancing a public position in favour of one side or the other. Certainly, the commission is very concerned about the perception of its neutrality.

Mr. Chairman: Mr. Field, from where do you draw your fact-finders and mediators? Are they specially trained people? Are they professional negotiators? Do you get them from labour unions or university campuses?

Mr. Field: There are probably three main sources. We really do not have to recruit them. People phone and write to us, they come in off the street and say: "I am interested. What do I have to do to become a fact-finder?"

First, there are the lawyers. We employ a large number of very good solicitors, university professors, labour relations professors in universities. We try to broaden that base. We do use some retired administrators, although we ask them to stay away from us for a year in order to rid themselves of any prejudices or points of view they might have.

Hon. Miss Stephenson: Is that purging?

Mr. Field: Yes, that is right. Basically, those are the broad categories. There are some people who work in industry who are interested and do it for us. Professional negotiators really would be a problem for us because they, of course, would be identified with one side or the other and, again, the neutrality of the commission is paramount.

Mr. Chairman: At present, are they bound by legislation—for example the five per cent guidelines and things of that nature—when trying to arrive at a settlement?

Mr. Field: Yes, they fall under the definition by statute. All our fact-finders are made very aware of the requirements, the provisions of the legislation.

Having said that, I must add that the commission does not interfere with a fact-finder. Once the fact-finder is appointed and has held his or her hearing, many of them are women, we do not interfere. Bear in mind that the fact-finders' reports and recommendations are not binding on either boards or teachers. Really, after fact-finding the parties make their own deal.

Mr. Chairman: That is the hope. I imagine they rely a great deal on settlements in other areas with other boards in arriving at their recommendations.

Mr. Field: Yes, that tends to be the pattern. There are certain lighthouse boards. Certain other boards fall into place after they settle. While the rate of settlement has been slow, we are hopeful it will increase. Of course, we will soon be into the new round of bargaining and it is very possible we will be looking at two-year agreements. The current year will be settled and then the next year. We are hoping that will be the case.

4:50 p.m.

Mr. Allen: I did not have a question other than the general ones that have been asked to date. However, your own question was put as though

the fact-finder were an arbitrator, and this prompted me to wonder about that. Surely the fact-finder is finding facts and in that sense he does not come under the Bill 179 or the Bill 111 regime, other than simply to know they are there and they are part of the reality of the whole situation? He does not recommend, presumably, a course of action the way an arbitrator does, or does he?

Mr. Field: Yes, the fact-finder could recommend where he or she feels the settlement should lie. To be truthful, fact-finders are mentioned in the legislation under the general definition of "arbitrators."

Mr. Allen: I see; I was not aware of that.

Mr. Field: They are covered by Bill 111, yes.

Mr. Bradley: Have they, in fact, lived up to that legislation? The reason I ask is because I know there have been a couple of instances, at least one I can think of, where an arbitrator pointed to a settlement above what would have been considered acceptable by the Treasurer. Has that been the case in any of the fact-finders' awards?

Mr. Field: Yes, some fact-finders have recommended above the five per cent. That is true.

Mr. Chairman: You immediately strike him from the list, I hope.

Mr. Bradley: I was just going to ask this of Mr. Field, but that is an unfair question. I will turn to the minister and ask it. Does that mean the fact-finder would then get fired?

Hon. Miss Stephenson: I have no idea. I have nothing to do with the appointment or selection of fact-finders, mediators or arbitrators. That is carried out entirely by the commission.

Mr. Bradley: Would you take into consideration whether or not the person had adhered to provincial legislation before reappointing him?

Mr. Chairman: Just say yes.

Mr. Field: The thing is that some of our best fact-finders, in a given set of circumstances, have probably made the recommendations. Yes, we have appointed them again.

Mr. Bradley: I would not be critical of you if you had. I was just wondering whether that would influence your reappointment procedure.

Mr. Field: No, certainly not with our outstanding and experienced fact-finders. We would not fail to appoint because in one set of circumstances he had made a recommendation with which the commission did not agree.

Mr. Chairman: Do the parties have any choice—in arbitration, for instance—or do you just appoint somebody?

Mr. Field: Sometimes the parties will indicate to us people they like and people they do not like, but the commission has always reserved the right to appoint the person it sees fit.

With mediation, we try to match the style of the mediator to the particular jurisdiction. Mediators fall on a continuum, from the very patient, laid-back person to what we call the street fighter, the person who is very aggressive and active.

Very often, the success of achieving a collective agreement depends on that match. If you can get the right person into the situation, your chances of getting a collective agreement are better.

Mr. Bradley: What qualifications would a person have to have? I once said, about three sessions ago in the estimates, or at least two sessions ago—

Hon. Miss Stephenson: That you are going to retire and go into fact-finding?

Mr. Bradley: No, I did not say that.

Hon. Miss Stephenson: You disappoint me.

Mr. Bradley: I said there seems to be a disproportionate number of Tory lawyers doing this job. I am not saying that now. The minister corrected me on that occasion.

Mr. Field: I do not know. We never ask them for their political affiliation.

Mr. Bradley: You would not ask that? I am glad to hear that. What are the qualifications you look for in a fact-finder? You cannot just get an unemployed lawyer.

Mr. Field: There are two major skills in fact-finding. One is the ability to analyse data, often conflicting data; very often the board and the teachers will provide the fact-finder with conflicting data, so the ability to handle data must be there.

Then there is the ability to write clearly and concisely for several audiences. A fact-finder's report is for the benefit of the parties; it is for the benefit of the parents, in the case of a sanction, in the case of the fact-finder's report going public. The ability to handle data, then, and the ability to write clearly and concisely, are needed.

Mr. Bradley: If you had an entirely new person submit his or her name, how would you judge that? Would you give them some kind of test, or ask someone else about them?

Mr. Field: They would be invited to a fact-finders' workshop, which we hold annually, usually in May. We have a simulated fact-finding hearing, where the people who want to become fact-finders write what we call a ghost report. We analyse that report very carefully, based on the simulated hearing.

If we are satisfied this person has the potential to be successful, we assign him or her to an assistant fact-finding role. They go out in the field with a fact-finder. They again write another ghost report, which does not go to the parties but which we evaluate in terms of the recommendations, in terms of about eight or nine criteria we use for evaluation.

Most fact-finders have written at least two mock, or ghost, reports before they go out to actually hold a hearing and write a report. We try very hard to make sure they pick it up; not only that, they get a lot of help from the Education Relations Commission staff in terms of data and the style of report required.

Mr. Bradley: I do not know whether this is a fair question to ask you, but you can tell me whether or not you are the person to ask. Do you see any very great weaknesses in Bill 100 which could be addressed through changes? Minister, is that not a proper question to ask of Mr. Field?

Hon. Miss Stephenson: I think it is a reasonable question.

Mr. Bradley: Do you see any problems with Bill 100?

Hon. Miss Stephenson: Mr. Field deals with Bill 100 on a regular basis.

Mr. Bradley: Can it be improved, or is it working quite all right now, thank you?

Mr. Field: I think it is working well. You have to realize it has been working since 1976. I know, from talking to people from other provinces, that many aspects of Bill 100 have been used in other jurisdictions. I think it is working satisfactorily.

Ideally, the parties should be able to cut their own deals without relying on third-party assistance from the ERC. If we can keep making that effort to convince the parties to try to settle before going through the stages, it would be ideal.

Each year, we measure how far each of the parties has pushed the stages. Really, the mission of the ERC is to try to reduce (a) the length of time it takes to get a collective agreement, and (b) the number of stages through which the parties are pushing the process.

Mr. Bradley: When you accumulate your data, do you notice any major difference in the

level of settlements in a municipal election year, now that we are into three-year terms? This may not be the only factor by any means, I understand that, but does that seem to influence it at all?

Mr. Field: I really cannot answer that, Mr. Bradley. I have never looked at it to try to find that out. I shall look when I go back, but I have not done anything on it.

Mr. Bradley: I just wonder what the effect would be, because sometimes they react in a different way during an election year.

My last questions are to the minister. Are you going to be coming forward for supplementary estimates? Where are you going to find the money for ERC when it runs out of money?

Hon. Miss Stephenson: It will be, I would suppose, after the end of this calendar year. I do not think we have failed yet when they have required additional money.

They needed some money last year for the film which they used for what I call "preventive mediation"—Bob has a different name for it. That has been very valuable. That was supplementary money they needed; we requested that and got it.

Mr. Bradley: Those are all the questions I have. Thank you, Mr. Field.

Hon. Miss Stephenson: Mr. Chairman, there were two or three questions asked by Mr. Bradley which were on the Orders and Notices and which will have some significance.

Mr. Bradley wanted to have the following items specified: the number of employees directly responsible for communications with the public and press; total salaries in the communication services branch of the ministry and any of its agencies, boards and commissions for the fiscal year 1982-83; the number of clerical and support staff and contract staff who assist the officers, and their total salaries for 1982-83; the number of employees directly responsible for this in the year 1977-78, if applicable; the number of clerical and support staff and contract staff for that year as well; and whether the minister has a personal media adviser or advisers, and the salary or salaries thereof.

I am sorry to have to tell the honourable member that I do not have the figures for 1977-78. I do know that they have not increased; if anything, they have decreased since then. The number of employees directly responsible for communications with the public and press for both of the ministries—we do not have them as separate units—is 12. The total salary is \$367,000.

The number of clerical and support staff and contract staff who assisted the officers for the

year 1982-83 was one, with a salary of \$18,000. There is one media adviser, communications director, or whatever, within my office, with a salary of \$44,000.

The next question Mr. Bradley asked had to do with vehicles. You wanted to know whether the parliamentary assistant had access to government-owned, chauffeur-driven limousines, on what basis and conditions. Almost never, except if there is a special circumstance in which he is replacing the minister because the minister is out of town or out of the country. That would be the only time.

5 p.m.

He also wanted to know how many vehicles the ministry owns, how many are rented or leased, the expenses incurred, and the description and model of each vehicle owned or rented.

We own 33 vehicles, 25 of which are located at the provincial schools for the purposes of student transportation and staff transportation to and from the provincial schools. There are supply and tradesmen's vehicles; it is that sort of thing with the vast majority of vehicles. The other eight are with the Ministry of Education. There are vans and cargo vans. There is one station wagon for delivery and pick-up. There is the minister's car and one automobile leased by the deputy minister. That is it.

Mr. Bradley: You understand we have asked these questions in every—

Hon. Miss Stephenson: I hope you understand that covers the entire Ministry of Colleges and Universities as well.

Mr. Bradley: I realize that.

Hon. Miss Stephenson: Fine.

Mr. Bradley: As my friend Sean Conway would say, "The minister of all education."

Hon. Miss Stephenson: Just remember that, because we have diligently attempted to co-ordinate the support services and we have reduced a significant number of other activities.

The advertising budget was a question you asked regarding the Ministry of Education and the Ministry of Colleges and Universities. I have to give it to you together because we do not separate them. For the entire year of 1982-83 it was \$146,000. The comparable budget for fiscal 1981-82 was \$176,000. We used the agency of record, Foster Advertising, selected by the Ministry of Industry and Trade. An answer to the question regarding the way in which it is used has to come to the Ministry of Industry and Trade because I do not know.

Mr. Sweeney: What does the Ministry of Industry and Trade have to do with it?

Hon. Miss Stephenson: It appoints the agency of record, which is responsible for co-ordinating the distribution of advertising activities throughout the government, as far as I know. I may be wrong but I think that is correct.

Mr. Sweeney: All that is to the best of your knowledge.

Hon. Miss Stephenson: Yes. The agency of record has a specific role. The federal government has an agency of record. As far as I am aware, it was Vickers and Benson for years and years. As far as I know, it is no longer Vickers and Benson.

Mr. Sweeney: It changed recently.

Hon. Miss Stephenson: One of my friends was the only blue body in that whole company, one of the vice-presidents.

Mr. Bradley: I thought they chose them strictly on competence and it had nothing to do with—

Hon. Miss Stephenson: At the federal level it was related specifically to—

Interjections.

Hon. Miss Stephenson: You would have to ask that of the Ministry of Industry and Trade, because we do not appoint the agency of record.

Mr. Bradley: The political affiliation of the company has nothing to do with—

Hon. Miss Stephenson: I do not have any idea. I am sure it is the competence of the staff.

You asked about the promotional materials of the ministry. All the promotional materials are fact sheets, publications that are distributed through the various—

Mr. Bradley: Is that the booklet you sent out to the schools?

Hon. Miss Stephenson: No, that is this year, the year 1984-85. It is sent to the schools for parents. We send it to home and school associations and that sort of thing. All the materials and all the advertisements we produce are available in the public reading room on the 13th floor of the Mowat Block. Our advertisements usually have to do with providing notices about things or suggesting hearings are going to be held that we would like people to participate in. That is the extent of our advertising.

That almost covers it. Public opinion polls; I would like you to know that we do not conduct them.

Mr. Bradley: Not any more? Did you ever?

Hon. Miss Stephenson: When I first became minister, there was a contract that had been organized by my predecessor in conjunction with the Canadian Education Association in which a Gallup poll was taken from coast to coast. We participated in that because that agreement was signed at that point.

Mr. Bradley: You do march to your own drummer.

Mr. Sweeney: Excuse me; I have a supplementary.

Mr. Bradley: Are the Ontario Institute for Studies in Education polls on education adequate or accurate?

Hon. Miss Stephenson: I think the poll you are talking about is Mr. Livingstone's assessment each year of educational activity. That is considered by OISE to be a research activity it finds funds for in the OISE establishment. It is carried out as an ongoing—

Mr. Bradley: Available to everyone?

Hon. Miss Stephenson: Immediately, as soon as it is published it is available to all. It does not come to me before it goes to you, I can tell you.

Mr. Bradley: As long as we know that everything is fair.

Hon. Miss Stephenson: That is an OISE publication which you received. As Duncan says, I get it right after the press has it.

Mr. Bradley: You talked about expenses and things like that in all the ministries; here is an interesting question for you from our point of view in the opposition. I know this is the way it has been. I am not saying there is anything sinister about it right now, but there may be.

When you send something out to the people of Ontario or to school boards, for instance—let us say you want to send something out to every director of education in Ontario—just something that is your “propaganda” as compared to my “propaganda”—

Hon. Miss Stephenson: We do not send out propaganda.

Mr. Bradley: I knew you would never concede that. Does that go out under your ministry or under Dr. Stephenson, MPP?

Hon. Miss Stephenson: No, I do not communicate with school boards in that way at all. If there is a communication with school boards, it is based upon ministry policy and therefore it is a ministry communication.

Now, let me see. There was one letter I sent to directors of school boards encouraging them to help students participate in the Terry Fox run. It

was signed by me, but it went out through the ministry. I felt somewhat strongly that it would be useful for Ontario students to have an opportunity to participate in that kind of activity.

Mr. Bradley: The point I am getting to—and you know the situation we arrive at in April or May or whenever it is in each year—there is a release on the expenses of the members of the assembly.

Hon. Miss Stephenson: I do not communicate with school boards in any way except in ministry—

Mr. Bradley: The individual members of the assembly who do not have any other ministry or some other way to put their mail out, for instance, have that mail against their name and have other expenses incurred against their name—the stationery and so on. So, when they publish those expenses, it looks as though the members who do not have a cabinet responsibility, or who are not legislative assistants or parliamentary secretaries, as they call them federally—I always felt they could send it out under the ministry and I am not saying this in any sinister way—are spending all kinds of money, while people such as ministers look as though they are spending very little.

We know why it is, with the mileage and so on. A lot of people understand that is because of the cars made available—and appropriately so, I must say—to the ministers. I am wondering whether you do any communication—

Hon. Miss Stephenson: I just do not communicate with school boards or the teachers' federations except on the basis of ministry policy or discussions of ministry matters. I do not have any other rationale for communicating with them, as a matter of fact, because I do not discuss party policy or my personal opinions about things.

I do as a result of matters such as agenda items, for example, at the regular meetings we have with school trustees, councils, or with the OTF or with students or something of that sort. But that is the only basis on which I communicate with them.

Mr. Bradley: Let me ask you this question then. If you receive 200 letters from people and you want to reply to those 200 letters, is that cost assigned to you personally as a MPP or is that assigned to the Ministry of Education?

Hon. Miss Stephenson: If I received 200 letters related to Ministry of Education activity or concerns, then it goes to the ministry. If I receive letters related to my role as a member of the

provincial parliament, then that goes from my office, from me.

5:10 p.m.

Mr. Bradley: Let me show you the difference with the opposition, and it is not hard to show. I get things as a member but I also get letters based on the fact that I am a critic for the Ontario Liberal Party in the field of education. That still goes out under my name. At the end of the school year that will be plastered on the front page of the *St. Catharines' Standard*—"this wild spender"—because I have to be sending things out.

The point I am making is I think the reporting system is unfair in that individual members who want to send out replies to letters of that kind have it calculated against their name, whereas the minister does not.

Hon. Miss Stephenson: I am sure there is a solution to that. If indeed the critic in a specific field for one of the opposition parties has to function in response to letters sent in because of that role, then surely there might even be a form of party support. The research support you have should be available to provide that paper and that letter-writing, should it not? Would that be a reasonable suggestion?

Mr. Bradley: It does not easily work out that way. I understand it can to a certain extent, but it often does not work out that way.

I just point out that it makes us look as though others are spending a heck of a lot more, when, I contend, it is the ministers who are—and rightfully so. I am not saying you should not. Of course you should reply to them, and you have ample staff to assist with the replies, no doubt, when they are of a technical nature and so on. That is fine. My complaint is that individual members have been nailed—

Hon. Miss Stephenson: I respond to the concerns which have nothing to do with my ministerial responsibility through my constituency office, and that is entirely within the constituency office, not within the ministry.

Mr. Bradley: I am not saying you are wrong in doing what you do. I understand why you do it. I am saying it is unfortunate we cannot calculate costs so they show the reasons; then your costs should be more. You are the minister and I would expect your costs would be more. If someone asked me why the minister is spending so much, I would say because she is the Minister of Education she gets more mail than I would.

Hon. Miss Stephenson: But the mail I would get would be related to ministry policy and to my role as minister. As I said, everything that is not

Ministry of Education policy is responded to through the constituency office, so it is separated. My ministry responsibility is the one that goes through the ministry.

Mr. Bradley: I hope we can find a superior way of reporting this so it is fair.

Hon. Miss Stephenson: I hope you are talking to—

The Acting Chairman (Mr. Wiseman): Do so through the members' services committee, which can in turn talk to the Board of Internal Economy, and through your own caucus. The minister has outlined the way she handles it and I think most ministers have a proper way of doing it.

Hon. Miss Stephenson: Mind you—

The Acting Chairman: Mr. Allen had a question.

Mr. Allen: I think this conversation is not going anywhere. Obviously it is a subject for another place. It is not something that attaches particularly to this minister. It is something that attaches to all ministers—

The Acting Chairman: And to all critics.

Mr. Allen: —in their capacity as compared to that of members of the House and the various roles they play. I think to try and resolve that particular problem with respect to a particular minister is obviously futile. It has to be resolved according to the way in which those expense reportings are done for all ministers. I am quite convinced there is some unfairness in the present system and that needs to be addressed, but I would rather not press that here.

I have two or three questions to which I would like some fairly quick responses from the minister before we get into votes. There is one page in the vote for which I want to have some time to ask a question or two, so I do not want to have us simply go through the votes, rapid-fire, without at least a few moments available for that.

Could the minister quickly tell us whether Bill 114 is coming back to the House in some form in the foreseeable future?

Hon. Miss Stephenson: I would think it will be back, but we will be doing a fair amount of further consulting before it is back.

Mr. Bradley: With Frank Drea.

Hon. Miss Stephenson: The Ontario Law Reform Commission and some others have suggested we delay it. I will confess to a tiny bit of irritation that it took the law reform commission close to six months I think to do so; it was the day before we were going to bring it back into the

House that we got the letter from the chairman saying they wanted to have further discussions about it.

Mr. Bradley: The new chairman will be faster.

Hon. Miss Stephenson: Will he?

Mr. Bradley: I would presume that it will come back in a very significantly altered form.

Hon. Miss Stephenson: I do not know yet, but we will be consulting significantly about that. We really wanted to make sure we did not seem to be drawing down the full weight of criminal justice upon the matter of irregular absence from school and that we could find a better way to deal with it.

The attendance counsellors who have been working on this for quite some time really feel very strongly about it. There is no doubt they take their role very seriously.

They feel there have been a couple of instances in which they have not had an opportunity to participate, which would have had very beneficial effects on the students involved and in one case might have even prevented a death. That was in your region, as a matter of fact.

None the less, we really feel strongly we need to modify that system fairly dramatically. There is a great deal of discussion and controversy about the way it can be done.

Although we have had two years of discussion with the Attorney General's department and I do not know how many years of discussion with the Ministry of Community and Social Services, there is still not total agreement. Now the Ontario Law Reform Commission is asking very specifically that it have an opportunity to participate more fully in it as well. So I do not know when it will be back, but that will occur.

Mr. Allen: I myself was concerned that it seemed to be an unduly punitive piece of legislation.

Hon. Miss Stephenson: No; in actual fact we were trying to relieve some of the—

Mr. Allen: Yes, I realize that; but there was still a lot of hangover of the old regime in that respect; too much.

In any case, let me go on to Bill 119 and the hearings we held. I believe it was the representatives of both l'Association canadienne-française de l'Ontario and l'Association des enseignants franco-ontariens who came to give us the benefit of their opinions on that occasion. They said it would be very useful to create what they call transition units in French schools for students who are coming out of French backgrounds but

who are essentially anglophone in their language habits.

I wonder whether that is something your ministry has taken further under advisement, whether there is a way you can make proposals to the boards with respect to that where the boards do have French schools in place or are emerging with new schools at this time.

Hon. Miss Stephenson: "Under advisement" would be the appropriate description. I am not sure we can move in that direction right now, but it is something we will consider. It is not a suggestion that was made very strongly to us before they appeared here.

It is an interesting idea, which we will most certainly look at, and I know that Mme Fraser will undoubtedly be talking to the French-language associations about what we can do.

Mr. Allen: So you will be getting back to them about that?

Hon. Miss Stephenson: Yes; my goodness, there is a great deal of consultation with the French-language associations.

Mr. Sweeney: May I ask one small question? What is the present status of the Ottawa-area request a couple of years ago for an independent French-language board? Is it dead? Is it under consideration?

Hon. Miss Stephenson: I think the Premier has made the statement on at least half a dozen occasions that that is not the direction in which we are going at the present time.

Mr. Sweeney: So it is not even being considered.

Hon. Miss Stephenson: No, and we will be introducing the new governance legislation tomorrow, Thursday or Friday—some time this week—about which we have spent so much time consulting.

Mr. Shymko: How many schools offer French immersion courses at the elementary level?

Hon. Miss Stephenson: I cannot tell you; at least, I do not have that information right at hand. Duncan may be able to find it.

Mr. Shymko: They are excellent programs. They start, I guess, at the elementary level.

Hon. Miss Stephenson: Some of them start at kindergarten.

Mr. Shymko: Some start at kindergarten. Many have reached the stage where they have graduated from grade 8 and are now in a secondary school milieu, and I wonder whether any program is in place that may be described as a

bilingual program with a number of credits in French and a number in English.

Hon. Miss Stephenson: Yes.

Mr. Shymko: Do you have any information on this?

Hon. Miss Stephenson: I am sure we can get you the figures; I do not have those figures right at hand.

Mr. Shymko: Are there bilingual programs?

Hon. Miss Stephenson: Yes. There are secondary schools in which the program is offered in about half and half, or partly in French.

Mr. Shymko: So we have bilingual schools.

Hon. Miss Stephenson: Yes. The numbers of school boards with French immersion programs in junior kindergarten to grade 8 is 56 this year as compared to 28 in 1977.

Mr. Shymko: These are immersion.

5:20 p.m.

Hon. Miss Stephenson: That is straight immersion. Those are the boards. Some boards have more than one school. Some boards may have several schools.

Mr. Shymko: They are mainly at the elementary level?

Hon. Miss Stephenson: That is what I am talking about. These are all elementary programs.

Mr. Allen: Do you also have statistics as to how many of those boards are also offering continuation French courses in the secondary schools?

Hon. Miss Stephenson: I do not have it on this sheet. There are 14 boards that have extended their immersion programs in grades 9 and 10 only, four in grades 9 to 11, one in grades 9 to 12, and two boards offer a complete grades-9-to-13 extended French program.

Mr. Shymko: Which boards are these? Would you have that?

Hon. Miss Stephenson: I cannot tell you.

Mr. Shymko: Are there four boards in the province which provide a full program, a double sort of bilingual program from grade 9 to grade 13?

Hon. Miss Stephenson: No; there are 14 with extended or immersion in grades 9 and 10 only.

Mr. Shymko: But not to grade 13?

Hon. Miss Stephenson: Four have an extended or immersion program in grades 9 to 11; one has an extended or immersion program in

grades 9 to 12; and two boards offer complete grades-9-to-13 extended French programs.

Mr. Shymko: So in fact we only have two boards in the province now, at perhaps an experimental stage, that are providing bilingual education?

Hon. Miss Stephenson: Yes, except with some of them it is totally French-language education.

Mr. Shymko: My concern is the importance of looking at a bilingual type of environment, where you would have a secondary school certificate with half the courses in French and half in English; in other words, not polarizing the exclusively English-speaking language of instruction or the exclusively unilingual French language of instruction but providing a combination, which is unique, which is new.

Apparently there are only two boards doing this. I find this a very positive development that hooks on to the immersion program.

Hon. Miss Stephenson: The boards are obviously developing their program as the need arises within their jurisdiction. The students who began immersion programs eight years ago are now beginning to graduate from elementary school and the boards are moving into the development of programs.

Some of them have the capacity to do it relatively easily. Some of them already have bilingual schools in their jurisdiction and some of them have French-language secondary schools, so they can, in fact—if it is appropriate and if the students pass the examination—admit some of the students into the francophone secondary schools. Some simply go into the bilingual schools which are already available to them.

I must tell you that in 1877, in the Ontario village of Paincourt, there were bilingual schools which functioned effectively in English and in French. In 1940, some of the students who graduated from those schools did not know, when they went to history classes in secondary school, whether they were going to hear it in English or French.

There have been all kinds of variations of this in various parts of the province for some time. The boards are acutely aware of the needs of immersion students and we have been discussing this with them for something like four years, if not longer. We have been attempting to help them to resolve this, and we have enriched the grants to the school boards for this purpose in order to allow that to happen.

Mr. Shymko: My last question is: is there an attitude in the ministry to encourage this type of

development, of split credits, half in French and half in English, or a bilingual type?

Hon. Miss Stephenson: What we are attempting to do is provide opportunity for the development of language facility. There are all sorts of variations on the theme. There is no one route pedagogically that seems to solve all the problems for all of the children who have the same sorts of desires. Therefore, the educational system in this province tends to be rather more eclectic in that we tend to pursue several routes rather than one.

Mr. Shymko: So you believe in pluralism and diversity in education?

Hon. Miss Stephenson: I think so. I think that is the appropriate thing to do.

Mr. Allen: I just do not want to misunderstand what the minister has said, and I do not want the member who was just asking the question to misunderstand the answer. Is there in fact any single board that is continuing the elementary immersion program as a balanced French-English program in the secondary scene?

Hon. Miss Stephenson: Specifically half and half? I cannot tell you that.

Mr. Allen: Yes, on a half and half basis. I think that was the—

Mr. Shymko: It was my understanding that two boards are providing that.

Hon. Miss Stephenson: No, it is an extended program, and it may not be half and half.

Mr. Shymko: "Extended" does not mean half and half.

Hon. Miss Stephenson: Some of their classes are in the French language and some of them are in the English language, and it depends—

Mr. Shymko: I see. By "some" is there a proportion or particular—

Hon. Miss Stephenson: I cannot tell you what the proportion is. Do we know?

Mr. Allen: I gather there are but two or three subjects in the whole curriculum.

Hon. Miss Stephenson: They are offering history, geography, mathematics, science and physical education.

Mr. Shymko: That is five subjects.

Hon. Miss Stephenson: Sixteen boards are offering *histoire et géographie*, and nine boards are offering *les mathématiques*. Four boards are offering science and six boards are offering physical education in the French language.

Mr. Shymko: So there is no uniformity; it varies.

Hon. Miss Stephenson: No, it varies with the capability of the teachers available to provide the instructional program.

Mr. Allen: I gather there is no upper limit on enrichment grants.

Hon. Miss Stephenson: No.

Mr. Allen: Are they provided on a student basis?

Hon. Miss Stephenson: They are provided on a subject basis.

Mr. Allen: For example, the Hamilton board, which recently indicated it was putting a ceiling on the immersion program, would not be doing that on the basis of available funding from the ministry.

Hon. Miss Stephenson: No. There is a startup grant which was begun in 1983 for the establishment or expansion of immersion or extended French programs. There is an amount, \$2,500, for each new or additional subject established and it has increased to \$2,625 in 1984. The additional funding which is made available for French as a second language goes with the pupil. The numbers of credits involved are also a part of that.

Mr. Allen: Could you tell me whether there is at this point any emerging contingency plan within the ministry with respect to the problem that l'Association canadienne-française de l'Ontario and others have pointed to with the completion of the Catholic system; namely, an emerging competition that could well develop between the public and the separate boards for French enrolments in French programs of an immersion school variety or the continuation in the secondary school? Obviously, a fragmenting of that could be very serious in terms of the emergence of a whole rash of bilingual school situations in the franco-ontarien schools.

Hon. Miss Stephenson: Are you talking about French-language schools with French as a first language rather than French as a second language?

Mr. Allen: Yes, that is right. That has to be a real concern.

Hon. Miss Stephenson: It is a matter which, as I mentioned earlier in these estimates, I had expressed concern about to the Catholic parent-teachers associations, Catholic school boards and others. It was the assumption by the Roman Catholic boards of French-language secondary schools in a way which could be damaging to the educational program for the children involved. I have asked them to please sit down and talk

together about the way they could do this which would ensure that those children, of whom 97 per cent are Roman Catholic, could become a part of the Roman Catholic system in the most appropriate way, without doing real damage to the program which is supposed to be delivered to them.

If there needs to be a contingency program, it will be a recommendation of the commission on implementation which is obviously looking at this. Mrs. Mariette Fraser and others have been very much concerned and have been discussing this matter as well.

I have suggested the public boards currently with the authority to control French-language secondary schools should retain that control for a period of three years until the total funding phase-in is completed and then consider seriously transferring the whole school to the Roman Catholic separate school board in total, teachers and all, in order to ensure the program remains intact and the students' participation remains intact and there is not any great disruption.

If the separate schools start establishing francophone programs on a grade 9, 10 and 11 basis and extracting pupils there would not be any program left. For example, I am looking at Etienne Brulé Ecole Secondaire in North York. If the Metropolitan Separate School Board were to attempt to begin a Roman Catholic separate French-language school and were to extract pupils on an ongoing basis, there would not be any program left at Etienne Brulé, nor would there be a program at the Roman Catholic schools.

Mr. Allen: That is what concerns me.

Hon. Miss Stephenson: We have to be concerned about that, so we have been somewhat vocal about the problem. Our primary concern is the children involved and the kind of program they are going to receive.

5:30 p.m.

Mr. Sweeney: Actually, what we are looking at is almost a reversal of what happened in 1968, when in a number of communities, like those French-language high schools—

Hon. Miss Stephenson: Which had been private Catholic high schools.

Mr. Sweeney: —which had been private, at least grades 11, 12 and—

Hon. Miss Stephenson: The core had been, yes.

Mr. Sweeney: They switched over to the public school section after having been partially, at least, under the jurisdiction of the separate

school board; so you are getting a reversal in the process.

Hon. Miss Stephenson: It seems to me it would be sensible to do it in one fell swoop, if one might so describe it, rather than to do it piecemeal on a phased-in basis and thereby almost assuredly effectively destroy the quality of the program that would be available within either system during that period.

Mr. Sweeney: Is that transfer you talked about being seriously considered?

Hon. Miss Stephenson: I certainly hope it would be, because that is the suggestion that has been made.

Is it being considered by the commission? I do not know. I would have to ask the commission that.

Mr. Shymko: Not all the students at Etienne Brulé are of the Catholic religion. I know that many students who have completed the immersion course in a public school elementary setting—

Hon. Miss Stephenson: Not at Etienne Brulé.

Mr. Shymko: —have gone to Etienne Brulé in grades 9 and 10.

Hon. Miss Stephenson: But they are classified as francophone students.

Mr. Shymko: But would you not have children who have completed the French-immersion course who would opt to go to a French-language school of instruction.

Hon. Miss Stephenson: Oh, yes; I am sure you might have a few. Is that going to be such a disaster?

Mr. Shymko: No, it is not.

Hon. Miss Stephenson: I do not think it is a disaster at all; it may be a good idea, as a matter of fact, for some of them. That choice is one of the things I would hope will remain a reasonable part of the school system as much as it is possible to do so.

One of the questions the member for Hamilton West (Mr. Allen) had asked earlier concerned how many letters of permission or letters of standing had been issued to allow teachers to teach French as a second language courses in Ontario. We do not have a record of the number of teachers of French as a second language who hold a letter of permission or a letter of standing, but the regulation states that a teacher requires additional special qualifications to teach French as a second language, and in 1984 the numbers of teachers at a temporary level of approval in French as a second language were: in core

French, elementary 61 and secondary 33; and in extension or immersion, elementary 13 and secondary 6. So the numbers are not huge.

Mr. Shymko: But the demand is not huge. You would not have the same demand for French as a second language as you would for English as a second language.

Hon. Miss Stephenson: The demand, in actual fact, has probably been the most rapidly growing demand within the school system during the last several years as we have been enhancing the French as a second language program through the schools.

Mr. Shymko: No. I am talking about English as a second language teachers. FSL is very often used as the parallel to newcomers who take French as a second language.

Hon. Miss Stephenson: I was not using it as any parallel to anything.

Mr. Shymko: That is not the parallel to ESL. I was just getting confused for a minute.

Hon. Miss Stephenson: No. This is FSL only, and these are teachers who have been granted either a letter of standing or a letter of permission in order to teach at the elementary or secondary level in French as a second language.

Mr. Shymko: The federal program calls ESL "ESL-FSL."

Hon. Miss Stephenson: We do not do that.

Mr. Shymko: We do not do that.

Hon. Miss Stephenson: No; we look at them as quite separate kinds of activities.

Mr. Shymko: That is the terminology that is being used. I just attended a conference of ESL teachers and they use FSL as the parallel. I just would caution you not to use the FSL terminology, because it might be confused with the ESL-French parallel that is funded by the federal government. I do not know; I am just confusing the issue.

Mr. Allen: I have a last question in this vein. I am glad to hear the French schools governance bill is about to be tabled so we can have a good look at it. What is your own timetable for that? I ask this in the light of the fact that in previous years the registration of francophone electors who were to exercise their rights with respect to the composition of the French-language advisory committees has been most unsatisfactory, and to date there appears not to have been an adequate method employed either to inform or mobilize local registration in order that a suitable list be compiled. We have gone through this two or three times now.

Hon. Miss Stephenson: Twice; not three times.

Mr. Allen: Okay, twice.

Hon. Miss Stephenson: Remember, we were not doing an enumeration. We were gathering information for the French-language advisory committee in both of those circumstances.

Mr. Allen: The enumerators who went out were horribly confused about what a franco-phone elector was.

Hon. Miss Stephenson: Not in all cases.

Mr. Allen: I had a survey a year and a half ago, at the time of the last municipal elections, and there was all sorts of confusion around this subject. I am asking, first, whether your timetable will permit that to happen, because they will have to function very effectively this time around; and second, whether you are going to involve yourself with the appropriate parties—I presume it must be Mr. Bennett's ministry, the Ministry of Municipal Affairs and Housing—to see it occurs.

Hon. Miss Stephenson: No, it is the Ministry of Revenue.

Mr. Allen: Is it the Ministry of Revenue that handles that?

Hon. Miss Stephenson: The ministries of Intergovernmental Affairs and Revenue were responsible for drafting the question which was put on the enumeration sheet last time.

Mr. Allen: That is right.

Hon. Miss Stephenson: However, it was not, in fact, an official part of the enumeration.

You will recall this time it will have to be, because both electors and trustees will have to determine which category they will be representing. For some it will be a choice between functioning on behalf of language or religion. Therefore, the timetable requires that it must be completed by the end of spring, 1985, so that the necessary activity in the Ministry of Revenue can be carried out.

We have stated very clearly it is our intention to have it in place so it can be utilized effectively for the 1985 municipal elections. That commitment has been made publicly, and not only by me.

Mr. Allen: You are saying you are not going to involve yourself with the Ministry of Intergovernmental Affairs, etc. with respect to those procedures. You are satisfied they are going to be—

Hon. Miss Stephenson: No, the procedures for the determination of appropriate mechanisms

for enumeration fall within the area of responsibility of the Ministry of Revenue, not the Ministry of Education. All we did last time was try to help them draft and translate the question appropriately. We do not do enumeration.

Mr. Allen: I know you do not. I just had hoped you would be involved in that process because obviously the success of your endeavour is going to hinge a good deal on it being done sufficiently and effectively.

Hon. Miss Stephenson: That becomes a part of the enumeration responsibility of the Ministry of Revenue.

Mr. Allen: My last request before we get on the votes: I am not prepared to engage in a discussion of this, but there is a growing debate about values education in schools. I wonder if you might provide us with some information as to the numbers of schools in which there is an active values education program in place. How many utilize the program that has come out of the Hamilton situation, Operation Prepare: A Citizen Program for Students?

Hon. Miss Stephenson: I am sure we can do that. As you are aware, within the past 12-month period we have distributed the teachers' resource document related to values education in the elementary school system to the school boards of the province; and to some parents as well, which I thought was useful.

Mr. Allen: This one?

Hon. Miss Stephenson: That is right. There have been workshops, and discussions have taken place at regional educational councils regarding it as well. Now that is out there for the use of teachers, we will do a provincial review to determine how much uptake there has been. I know in some school boards there has been a very significant degree of activity. I presume in most there probably has been. We will have to do a provincial review to try to determine that. It is not on the list for this fall, so we will see if we can get it on for the next one.

5:40 p.m.

Mr. Allen: Will you be asking questions, for example, as to how far certain suggested activities involve families and parents?

Hon. Miss Stephenson: The provincial review really has no major limitations on the questions that can be asked. It will be designed to determine just how effectively the resource guide is being used, at what rate of frequency the program is being introduced across the province, how people are being involved and whether the

home, the religious community and others are being involved in the program as well.

Mr. Allen: That review will be taking place this year?

Hon. Miss Stephenson: It is not on the list for this next group so it will have to be on the next one after that.

Mr. Allen: What do you mean by "the next group"? What time?

Hon. Miss Stephenson: If it was on the next list it would be done within the school year 1985-86.

Mr. Sweeney: What currency within the ministry does the approach recommended by Dr. Clive Beck from the Ontario Institute for Studies in Education have at the present time?

Hon. Miss Stephenson: I thought we had resolved most of the little difficulty that was related to that a while ago when we removed some of the examples.

Mr. Sweeney: As you know, at that particular time I was certainly supportive of removing those examples. Dr. Clive Beck still exerts a certain amount of influence among the boards in the system. I am wondering how much influence he exerts within the ministry, not just on those particular issues but on the general approach to values education.

Hon. Miss Stephenson: If you read the guide that we have produced, I thought the guide pretty effectively moved us away from the somewhat pejorative assessment, that we were trying to function in a more relativism kind of circumstance—

Mr. Sweeney: I remember the minister's statements to that effect; but to the best of your knowledge then, you—

Hon. Miss Stephenson: They are still very much the guiding principles related to the ministry's activity in this sphere.

Mr. Sweeney: So Dr. Beck's influence has declined somewhat?

Hon. Miss Stephenson: I do not know what it was in the past; I just know I am not enamoured with the kind of direction that was being suggested.

Mr. Bradley: Again, I have some very brief questions regarding the Icon. The danger I have had brought to my attention is with respect to transportable software as well as the delivery. We have already gone through the delivery and we have now been assured the Icons will be delivered to every school in Ontario by December 31, 1984, I believe, and therefore they will be

able to use them in the second semester, but that is not my question.

If any other computer, IBM for instance, is approved as an Ontario-approved education microcomputer, how compatible will it be with Icon? Will both systems function on the same network?

Mr. Penny: Not immediately, no.

Mr. Bradley: The software will also not be directly transportable from one system to another?

Mr. Penny: Not without a certain amount of implementation. We are working towards what you might call perfect portability, but that is an ideal for the future. By the policy we have adopted, we have removed about 90 to 95 per cent of the problems in porting software from one to another system.

There will, however, be a certain amount of adaptation necessary, and the ministry will assume responsibility for doing that, so that all ministry-developed software will run on all Ontario-approved educational microcomputer group systems.

Mr. Bradley: That was not a condition, it seemed to me. For instance, IBM has informed people that it is not planning that compatibility with OAEM Icon. It was the understanding of some that this was crucial and part of the criteria for improved micros. If that was part of the criteria, are they not going to have to meet that criteria before they get an approved micro-computer?

Mr. Penny: Very definitely.

Mr. Bradley: They will have to do that.

Hon. Miss Stephenson: In addition to some other things.

Mr. Bradley: Certainly. Where are the monitors, disc drives and networks manufactured?

Mr. Penny: I believe the monitors are manufactured in the Orient, in Japan. I am not certain where the disc drives are manufactured; I believe it is in the United States, but Canadian sources are being referenced.

Mr. Bradley: I could get that in a further letter from you a little later, perhaps. Which will have cost the taxpayers less when you take into account all of the expenditures, the Icon or an approved IBM?

Mr. Penny: When you say an approved IBM, we have not yet seen such a system or received any pricing information from IBM on what it would be.

Mr. Bradley: So we do not have a definite answer until such time as you see that.

Hon. Miss Stephenson: Until such time as there is an approved IBM.

Mr. Bradley: That is just a matter of time. Will the degree of technical training supplied to board technicians at \$150 per day provide them with the necessary background required to repair the Icon/Lexicon systems?

Mr. Penny: I would think so. That is one of a range of service options the company is making available. Our contract with Cemcorp, the Canadian Educational Microprocessor Corp., required that service facilities be made available by the company. These arrangements have now been worked out by Cemcorp. One of the options is sending your own technicians to be trained.

Mr. Bradley: What educational software has been supplied to boards of education to date for their OAEM systems?

Mr. Penny: There has not yet been an official release other than the systems software which comes, is installed and is part of the basic software. That includes the C language, two of the Waterloo languages, logo, a drawing facility and a text editing facility. A number of the software programs, such as the type we demonstrated earlier, have been shipped mounted on the machine at the time it went out. We will be making the first official release of the main batch of OAEM materials to the Ontario Educational Software Service early in January. A conversion of those to the OAEM type of machine has been under development in the last few months.

Mr. Bradley: What commercial companies are engaged in software production for the Icon?

Mr. Penny: I do not have the full list with me. There is a very large number. I can provide that. Offhand, I would say there are upwards of 50 or 60 companies at this point.

Mr. Bradley: You can send that to me by letter.

Mr. Chairman: Mr. Allen, do you have a specific question on the votes? There are about five minutes left.

Mr. Allen: Under vote 3302: I am looking at page 63, where there is a table; program and activities, education program, and there is a list of items that have been cut; namely, educational programs in care and treatment facilities, curriculum, special projects and Experience '84.

5:50 p.m.

Could I have a brief explanation as to the reasons for the reductions in educational pro-

grams in care and treatment facilities? For example, on line 7, when we are looking obviously at a fair bit of curriculum development activity under OSIS, Ontario Schools, Intermediate and Senior Divisions—and I would presume with regard to the development of French programs for secondary schools as they move into French programming—why is there a reduction in curriculum costs?

Then I want to ask a separate question about special projects.

Mr. Chairman: I do not think you are going to have time for your second question.

Hon. Miss Stephenson: It will not be a reduction by the time we finish; believe me, there will be an increase. I just signed the Management Board order for it.

Mr. Allen: Why did you think it would be a reduction?

Hon. Miss Stephenson: It was an inappropriate calculation, that was the difficulty.

Mr. Sweeney: Inappropriate calculation? Some people would call that a mistake.

Hon. Miss Stephenson: It was, because I think we did not function—

Mr. Allen: Does that also apply to the curriculum item, the \$277,000 decrease in expenses for curriculum materials?

Hon. Miss Stephenson: As I said, it will not be a reduction. It will be an increase.

Mr. Allen: I thought that was the answer you were giving me for item 3 of vote 3302, educational programs in care and treatment facilities.

Hon. Miss Stephenson: No, that one is as a result of divestment of responsibility of that program to the local boards. That has been very much a part of the activity in which they have been involved. There is also an extremely significant decline in enrolment in many of those facilities.

Mr. Allen: Okay; however, with respect to item 10, special projects—

Mr. Chairman: No, you have had lots of time to ask these questions.

Mr. Allen: I want to ask this question, and I want to ask it specifically because page 101 details the special projects and it has to do with a very significant series of items.

It has to do with the general activity program: ensuring the availability of suitable Canadian learning materials in both English and French; the co-ordination of French-language professional development programs for educators;

Ontario-Quebec school twinning; the second-language monitor program; summer employment at colleges and universities for native students; initiatives concerning education for and about native people; and Experience '84, which also appears on page 63.

I think those are all very significant items and I wonder why, for example, we are looking at a major reduction of almost \$1 million in expenditures in those areas.

Mr. Chairman: You have had lots of time.

We have had about 15 hours at these estimates. I am going to put the question now.

Votes 3301 to 3303, inclusive, agreed to.

Mr. Chairman: This completes the estimates of the Ministry of Education.

Tomorrow there is a no-confidence motion before the House regarding Colleges and Universities, so we will not be meeting. We will be meeting on Wednesday, starting at 10 a.m.

The committee adjourned at 5:54 p.m.

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No. S-15

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Colleges and Universities

Fourth Session, 32nd Parliament
Wednesday, December 12, 1984



Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan

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Contents of the proceedings reported in this issue of Hansard appears at the back, together with an alphabetical list of the speakers taking part.

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, December 12, 1984

The committee met at 10:15 a.m. in room 228.

ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES

The Vice-Chairman: Let us call the meeting to order. I believe we have five and a half hours. We will open with the usual statement by our good minister.

Hon. Miss Stephenson: Thank you, Mr. Chairman. I would like to take this opportunity to highlight some of the government's initiatives in the post-secondary area, particularly in skills development.

The development of the skills and knowledge of Ontario's labour force is a high priority of this government. The mission of the ministry's skills development division is "to contribute to Ontario's economic growth by assisting employers and individuals to achieve their skills goals."

In October of this year, the skills development division was reorganized in order to improve service to our client groups, through a structure in which areas of responsibility and avenues of communication are clearly identified. The new structure is the college affairs branch, employment training branch and planning and development branch. All are significant in the skills development division. It is anticipated that this organization will allow the ministry to continue responding to Ontario's rapidly changing economic and industrial infrastructure.

Economic activity in the service sector continues to increase, with transportation and communication, finance, insurance and real estate serving as growth leaders.

The primary industries; agriculture, fishing and forestry, as well as manufacturing industries linked to export markets, and the household sector; automobiles, furniture and appliances, continue to strengthen and grow. At the same time, sectors such as construction and heavy manufacturing are no longer functioning as the primary driving economic forces.

The changing economic infrastructure is accompanied by a changing business philosophy. Employers are becoming much more stringent about human resource management than they were prior to the 1981-82 recession. There is an emphasis on downsizing, as well as an increasing reliance on advanced technology equipment such

as the personal computer, computer assisted design and computer assisted manufacturing systems, and robotics.

The factors described above have significant implications for Ontario's labour market. We are witnessing an important skill shift in net job creation. The jobs that will be displaced between now and 1990 require little or no skill, while emerging job shortages will likely be in such advanced technology areas as robot maintenance, holographic inspection and laser technology.

At the same time, older workers are being increasingly downgraded from skilled to less skilled. In some cases, where rapid changes are taking place in knowledge or techniques, older workers are continually having to compete for their jobs with more recent graduates. Some workers, who refuse or are unable to adapt to the new technologies, jump from job to job and thus effectively work their way out of the labour market.

In this time of rapid economic change, it is vitally important that our training programs keep pace with changing labour market demands, and the Ministry of Colleges and Universities will be undertaking a number of initiatives towards this end. We will be placing increasing emphasis on the retraining of workers displaced by sluggish economic conditions and/or the introduction of new technology. We will be focusing our attention on ongoing retraining that may be necessary for workers to remain competitive with recent graduates in occupations in which rapid changes are occurring.

New incentives may be required to avert skill shortages in jobs that might not even have existed two years ago. More attention will be paid to the needs of small business, not only in providing skilled employees, but also in assisting the development of useful management and marketing skills. In short, careful alignment of emerging skill shortages and training programs will continue to be a vital part of Ontario's future planning activities in the human resource field.

In 1982, the Ontario and federal governments signed an agreement under the National Training Act. Ministry officials continue to work closely with their federal counterparts to facilitate skills training in Ontario.

The recent throne speech in the Parliament of Canada indicated the high priority that the new federal government is placing on consultation and co-operation with the provinces. Consultation and co-operation are of great importance in the area of skills development where the federal and provincial governments must work together to meet the needs of individuals, and of the economy. This is an excellent time to improve federal-provincial dialogue regarding training.

First, we are looking forward to improving co-operation between our two governments as suggested in the throne speech. Together we will endeavour to ensure that the spirit of co-operation is extended to include industry, trade unions and community groups.

Second, the new federal government has indicated it wishes to renew economic growth by investing in human resources. This will provide an opportunity to discuss federal participation in the support of training for the benefit of all trainees regardless of their employment status.

Third, given our mutual commitment to improving productivity and enhancing the economy through training, we will work together to ensure that federal support for training is supportive of, not competitive with, provincial training programs.

Federal financial support to training in Ontario is governed indirectly by the Federal-Provincial Fiscal Arrangements and Established Programs Financing Act and directly by the National Training Act and the federal-provincial training agreement signed pursuant to the act. In 1984-85, the federal contribution under the NTA will amount to \$157 million. Under the agreement, we have laid the groundwork for an integrated approach to training delivery, and for the appropriate allocation of resources.

The first three-year agreement under the NTA was to expire on March 31, 1985, but has been extended to March, 1986. We are now preparing to renegotiate a new agreement. In so doing we will seek to do several things: Recognize, within the context of the provincial responsibility for education and training, the important role of the federal government in helping to provide for a skilled labour force; strengthen the consultative aspects of the federal-provincial relationship in training; maintain the integrity and diversity of training within the province and to address the full spectrum of training needs, as identified at the community level.

I would like to take a few moments now to talk about the activities in our system of 22 colleges of applied arts and technology. As you know, the

colleges were recently faced with a three-week strike by faculty. It was my deeply held hope that this dispute would have been settled through a negotiated settlement, but the strike ended with the passage of Bill 130 on November 9.

While the strike did cause considerable disruption, ministry and college officials are doing their best to ensure that student needs are met without loss of quality in their educational program. I am pleased to note that recent reports indicate that only a small percentage of students have decided to withdraw as a result of the strike.

Meanwhile, the government is continuing to fund the colleges at a rate significantly higher than the rate of inflation. During 1984-85 the Ministry of Colleges and Universities has allocated \$463.6 million to colleges in formula-derived operating grants, an increase of 7.1 per cent over 1983-84. It allocated another \$135.4 million as a direct result of the training agreement with the federal government under the NTA, as mentioned earlier. Colleges also receive funds to cover the administration and delivery of several provincial programs. I will provide more information on these programs presently.

In 1984-85, the ministry has allocated \$8.5 million in regular capital support. The Board of Industrial Leadership and Development is also providing \$14.5 million to the colleges over the period of 1983-84 to 1985-86 to stimulate employment, particularly in the construction industry. Of this amount, \$8.1 million will be spent in 1984-85. Further, BILD has allocated \$8 million in 1984-85 to assist colleges to purchase advanced technology equipment. The ministry also receives financial support for capital projects from the Canada Employment and Immigration Commission that goes to the colleges.

Since 1982-83, about \$37 million has been provided by the federal government's skills growth fund to assist colleges to purchase equipment and facilities needed in the training of individuals required for nationally designated occupations of importance.

College enrolment statistics indicate that on November 1, 1983, full-time enrolment in provincially supported diploma and certificate training programs totalled 102,868; that is, 6.3 per cent more than the previous year's enrolment. Enrolment in diploma programs was up by 7.5 per cent while enrolment in certificate programs decreased by 11 per cent, primarily due to a decrease in federally purchased, shorter certificate programs.

Estimates of this fall's full-time enrolment in diploma programs, based on a telephone survey

of colleges carried out in September, indicate that it is 1.6 per cent higher than the enrolment of one year ago. The slower rate of increase of diploma enrolment compared to the rather large rates of increase in recent years is mainly the result of the reduction in size of the 18-year-old to 19-year-old population in this province. The enrolment increase itself reflects increases in the age-specific participation rates of Ontario's population in the college system.

In June 1984, the Task Force on Productivity Indices released its report entitled *An Analysis of Unit Operating Costs in Ontario's Colleges of Applied Arts and Technology, 1978-79 to 1982-83*.

Among its many findings the task force, composed of officials from the college system and the ministry, found significant reductions in real unit operating costs, that is per student operating costs, have been achieved by the colleges since 1978-79. Between 1978-79 and 1982-83, real unit operating costs fell 19.9 per cent, an average decrease of 5.4 per cent per year. Each type of college resource, including faculty, administrators and support staff, made a major contribution to the reduction in unit operating costs.

Through its work, the task force has provided the college system with data and analysis that will serve as very useful aids to financial and academic administrators.

The ministry will be updating annually the analysis of unit operating costs and will be assisting in the development and upgrading of the appropriate instruments of operational review. In addition, it will be undertaking additional studies and reviews to complement this analysis. An analysis of applications, attrition, graduate placement and faculty work load is planned.

These efforts represent a continuing emphasis by the ministry on improving the efficiency and effectiveness of the college system and will help to ensure the quality of training remains at a high level in the college system.

I mentioned earlier that colleges of applied arts and technology have a vital role to play in several other programs. One such program is the Ontario management development program or OMDP. These courses, offered through the community colleges, help meet the goals of Ontario's small-to medium-sized businesses by providing specialized training in management and supervision. The ministry co-ordinates the program and issues OMDP certificates on completion of basic programs comprised of six credits. During the

fiscal year 1983-84, there were 15,240 participants in the program.

During this past fiscal year 1984-85, OMDP was enhanced by the addition of 10 new courses in management productivity improvement. These courses were designed to attract the decision-makers of large companies as well as small companies. The project is funded by the Board of Industrial Leadership and Development.

Another initiative is the Ontario employee assistance program that is now in its third year and assists employers in providing career counselling to employees affected by layoff or plant closure. This program also assists employees during the adjustment process that may follow a change in employment status and provides them with techniques to assist in re-employment or retraining. The Ontario employee assistance program is funded by and operated in close co-operation with the Ministry of Labour.

The skills development division also co-ordinates a number of industrial or employer-initiated training programs and the following is a brief description of each.

10:30 a.m.

The Ontario training incentive program, commonly known as OTIP, is designed to provide incentives to employers to invest in their human resources and to encourage individuals to undertake training. This year, the second year of the program, a supplemental incentive is available for the training of individuals who are 45 years of age or older, or who are identified as "employment threatened" or "in special need." A familiarization grant is available to employers who hire unemployed individuals in occupations deemed to be in critical demand. The program operates with a budget of \$9 million and funding is provided through the Board of Industrial Leadership and Development.

The training in business and industry program, TIBI, has been a great success now for many years. This program works in co-operation with the private sector to help individual employers become more effective and competitive by assisting employees to upgrade their skills to meet technological advances. The demand for this type of training is such that expenditures have increased from \$13.8 million to \$19 million over the last fiscal year.

The \$19 million invested by the province through BILD represents upwards of \$90 to \$100 million in total training value when the training contributions of the employers and employees are added to the provincial contribution. Activi-

ties range from job-specific skills to high-tech computer-related skills. Approximately 100,000 employees will benefit from this program.

Another highly successful program is the Ontario career action program which provides valuable work experience through on-the-job training. The program, which is funded by BILD, has grown over the years to a budget of \$24 million. This year it will service approximately 16,000 unemployed young people between the ages of 16 and 24. Approximately 65 per cent of these individuals will be employed at the end of the 16-week maximum training period, so it still remains the most successful job-creation program in Canada.

The national industrial training program, which includes critical trades skills training and general industrial training programs, is an ongoing co-operative training initiative with the Canada Employment and Immigration Commission under the National Training Act. The province's responsibility is to administer the training process including content, quality, and accreditation. The program assists employers and employees with industry's industrial training needs through training periods of one year or less.

The Ontario government has recently introduced two new initiatives. They are the Ontario youth tourism program and the Ontario youth start program, both funded by BILD. Youth tourism is directed at young people to introduce and encourage employment in the tourism industry, and is directed at employers as well in order to encourage them to recruit and train young people in this growing sector of Ontario's economy.

The program consists of a two-week course of instruction at a college of applied arts and technology where participants are given the opportunity to acquire the basic skills related to the industry. Upon completion of that component, participants are placed with employers for training on the job, which will provide them with more occupationally specific skills. The program will involve 1,500 young people in the current and next fiscal years with a budget of \$1.7 million.

The second new initiative, the Ontario youth start program, assists young people who are experiencing difficulty in finding and holding employment. The program offers elements necessary to equip young people to enter the labour force, such as, academic upgrading, life skills, instruction, ongoing counselling, coupled with a program of real work experience with an

employer in the community. Storefront youth start centres provide convenient access in non-institutional settings. This program, too, will involve approximately 1,500 young people this fiscal year, with a budget of \$13 million.

The community industrial training committees were formed in 1979-80 to assist industry at the community level to articulate training needs which, in turn, would help the Ontario government in the resolution of skills shortages. Each year approximately \$250,000 is contributed by the province towards the administration of the 66 CITCs. In addition, the province assists with technical support and a further \$180,000 to help the CITCs to do local surveys of the supply and demand for skilled employees.

These committees, which are autonomous bodies, sponsor workshops in their respective areas and apprise industry of government programs currently in place to ensure they remain capable of responding to increasing economic demand. The committees also interact with the colleges and local Canada employment centres to ensure the supply and demand of specifically skilled people in their areas are brought into balance.

Apprenticeship training has been an ongoing Ontario government initiative since the first enactment of apprenticeship legislation in Canada in 1928. This program addresses the needs of Ontario's industry and individuals for skills training of a long-term nature, two or more years in duration.

Currently more than 36,000 active apprentices and more than 35,000 modular trainees are pursuing longer-term skill training goals in Ontario. The Ontario government's expenditure in this area, which has been increasing year by year, will stand at \$38 million this fiscal year. Apprentices attend in-school training at the colleges of applied arts and technology, usually in three blocks of eight weeks each during a four-year period.

The federal government provides income support to those apprentices attending full-time training in a college setting, either through the provision of unemployment insurance benefits or through federal training allowances. In addition, most of the training cost is reimbursed by the federal government through the federal-provincial training agreement under the terms of the National Training Act as described earlier.

The skills development division is also responsible for the administration of the Private Vocational Schools Act. At present, approxi-

mately 200 privately owned profit-making schools are registered under the act.

Before a school is registered, it must provide the superintendent of private vocational schools with evidence that the training offered can be provided to students, given the curriculum, faculty and physical plant of the school. An applicant school must also post a bond to protect currently enrolled students in the event of a school closure. The bond varies in amount according to the number of students to be enrolled.

These private vocational schools provide training either through full-time classes or through correspondence. At present, approximately 30,000 full-time students are enrolled in registered private vocational schools.

Before turning to the university system, I would like to mention briefly university initiatives that cut across the traditional educational sectors: continuing education and special needs.

The demand for the continuing education of adults appears to be increasing; in fact, I am sure it will continue to increase. Job competition, job obsolescence, the increased rate of female participation in the labour force, the ageing of the labour force and the need for leisure-time learning are some of the factors that contribute to this increase in demand.

At the same time, new communication technologies and innovative instructional methods and delivery systems, along with the increased participation of business and industry, have affected continuing education. We can no longer consider continuing education an add-on to the regular institutional system.

I have established a continuing education review project to provide me with policy, organizational and funding options and recommendations for the support of continuing education by those institutions associated with both of my ministries. The review project will therefore be concerned with the issues and trends in continuing education as they affect school boards, colleges of applied arts and technology and universities. It is my intention that the options and recommendations developed by the review project will establish a blueprint for the development of continuing education into the 1990s.

One of the priorities of the government of Ontario is to assist all citizens of the province to participate actively in the economic life of the province. But some, I fear, have been inhibited in their efforts to attain economic self-sufficiency.

The Ministry of Colleges and Universities is undertaking several initiatives to assist persons with special needs to acquire the skills and knowledge valued in the labour market. My ministry is assisting individuals with special training needs to articulate those needs to the providers of training and is assisting the trainers to accommodate the unique training requirements of these young people.

The general approach of the ministry in meeting the training needs of special needs clients is to provide the services required within existing training programs wherever possible. This approach, I believe, is consistent with the desire of disabled clients to be integrated within the larger society and the economy.

As members know, a recent amendment to the Education Act, commonly known as Bill 82, requires elementary and secondary schools to provide services to exceptional students. As a result of enhanced services, it is altogether likely that a much larger percentage of exceptional students will complete secondary school and will therefore be prepared for and seek further training.

10:40 a.m.

Efforts are being made now to ensure that exceptional students are assisted to make the transition from secondary school through further training to employment. For instance, the ministry is working closely with the Ministry of Community and Social Services and other agencies of the government, as well as with community groups, to identify the training needs of these individuals.

In the first year of operation, the ministry's audio and braille transcription service for print-handicapped post-secondary students served 91 students in 14 colleges of applied arts and technology and 13 universities. In total, the program provided 12,500 hours of taped materials and 25,000 pages of braille. While we are now only midway through the second year of the program, we have already served more than 120 print-handicapped students. You will be pleased to know that in October 1984, I announced that print-handicapped students in some approved private vocational schools would also be able to use the service.

The ministry is concerned as well about the access of learning-disabled and deaf students and, with the co-operation of the Council of Ontario Universities, we are examining opportunities for those students at universities within this province. During the past year, we established a working group to address the question of sign

language interpreting services for the deaf students attending both colleges and universities in this province.

I am confident that as a result of these various initiatives, academically qualified students will not have their access to post-secondary education restricted because of that kind of handicap.

While integration of exceptional students into mainstream programs is a general goal, segregated programs are often required. Such programs assist persons to prepare themselves for further training for employment or simply for independent living. For instance, a program entitled training the handicapped adult in transition is designed to assist developmentally handicapped persons to achieve the self-confidence necessary to make a rational, informed and independent career choice.

The second special needs group is that group of women seeking careers in nontraditional occupations. As members are very much aware, women now constitute about 43 per cent of the labour force in Canada and this percentage is growing. Working women still tend to be clustered in clerical and assembly occupations and are particularly vulnerable to technological change in both the office and the factory. It is therefore a priority of my ministry to assist women who wish to do so, to enter occupations that have traditionally been the preserve of males.

Working with the Ontario women's directorate, the ministry supports a number of services to prepare women for careers in nontraditional occupations. Programs such as introduction to nontraditional occupations, women in trades and technology and focus for change, assist women to explore the spectrum of career possibilities and opportunities.

As members know, the Ministry of Colleges and Universities recently allocated \$12 million to the technical upgrading program, which was an increase of \$8 million over 1983-84. This program is designed to assist persons requiring technical career preparation with specific and special emphasis on women. The Board of Industrial Leadership and Development, under the Ontario development fund, has allocated \$250,000 to my ministry to undertake innovative projects in this field.

Under the women in trades and technology fund, the colleges will be assisted to undertake pilot programs to encourage women to enter technical training programs to enhance the quality of training and to improve their placement services. Through these and other initi-

atives, women are being provided the opportunity to prepare for occupations which can provide long-term security and career development opportunities.

A third group for which special provision is being made is those persons of native ancestry or status. Status Indians, nonstatus Indians, Métis and Inuit are included within the group. During the past several years, native persons have been placing increasing emphasis on taking greater responsibility for the economic and social development of their communities. My ministry attempts to assist native persons to undertake the necessary training to achieve these goals.

At Confederation College of Applied Arts and Technology, a recently introduced program to train child welfare workers is one example. These workers will be instrumental in implementing the plans, currently in progress, to transfer responsibility for child welfare from children's aid societies in native communities to native-controlled agencies, particularly in northern Ontario.

I would now like to move to the university sector. On December 15, 1983, I announced the establishment of the Commission on the Future Development of the Universities of Ontario. That announcement was made in the Legislature.

The commission was given the mandate to develop a plan of action to better enable the universities of Ontario to adjust to the changing social and economic conditions facing our society. I asked the commission to consider what action would be necessary to strengthen the ability of universities to contribute to the intellectual, social, economic and cultural life of the province, while taking into account the government's policy of fiscal restraint and prudent management of public funds.

I can report that the commission has worked diligently and travelled extensively in the province during this past year. In addition to receiving written briefs, not just from the university community but from a large number of nonuniversity organizations as well, the commission held hearings at every university community in the province to provide opportunities to discuss the many suggestions and proposals contained in the written briefs.

I am pleased to note that the commission will be tabling its final report in the very near future. I have asked my ministry staff to have the report translated into French—a commitment which I made early on in the life of the commission—and printed in both English and French as quickly as possible so that it can be released to the public, as

well as in sufficient quantities for all parties to have copies.

The report will be released publicly as soon as that process is completed. I anticipate that it will probably take not longer than two and a half to three weeks.

Operating grants to the universities increased by 6.5 per cent this year. This is the third consecutive year that increases have exceeded the inflation rate. Although last year's increase was the second highest in Canada, I am pleased to note that this year we have given the highest percentage increase of all the provinces to the universities.

Included in this year's operating grant of \$1,185,100,000 is an amount of \$13,814,000 to recognize the incremental costs of bilingual programs at Laurentian University, the University of Ottawa, Glendon College of York University, and Collège Universitaire de Hearst. That is a significant increase over last year's provision of just more than \$9 million.

On the other hand, tuition fees were increased by only five per cent, consistent with the provisions of the Public Sector Prices and Compensation Review Act. Tuition fees for visa students increased by the same five per cent.

Following receipt of advice from the Ontario Council on University Affairs, I made the decision not to proceed with the planned second-stage increase of tuition fees for graduate visa students. This will help to ensure that our universities continue to attract world-class graduate students from other countries.

Capital grants to universities have increased significantly this year through the programs of the Board of Industrial Leadership and Development. The capital works acceleration program announced last year allocated \$18.55 million for 13 projects, including the establishment of the Natural Resources Centre at the University of Toronto.

Encouraged by the success of the program and its job creation impact, we are providing \$10 million this year towards seven projects at the universities of Waterloo, Ottawa and Western Ontario and at Lakehead, Queen's, Carleton and York universities. These projects will total \$80 million in cost. The government will contribute more than \$45 million to the total cost over the next four years. These projects will create more than 900 jobs involving more than 26,000 man-weeks of employment.

At the University of Waterloo, we are supporting the creation of the Centre for Research in Computing. This project will provide

space for research and teaching activities in many areas of computer science as well as several branches of engineering. This important venture will enhance both the collaboration between the university and the private sector and the transfer of technology to industry.

10:50 a.m.

The university research incentive fund will support research and development needs of business and industry by making use of the research capacity and expertise of Ontario universities. The fund will be used to share the costs of approved research projects which have potential economic benefit for Ontario and which strengthen the partnership between industry and universities.

An integral feature of the program calls for the retention of equipment used in a research project by the universities. In so doing, the fund will increase the research capacity of Ontario universities as well as the availability of research equipment for future and related use.

The Ontario government has committed \$30 million to the research incentive fund, to be allocated over the next three years. Every \$2 invested in an approved research project by a private corporation will be matched by \$1 drawn from this fund. The share of a project's costs assumed by the private sector may include contributions in kind—for example, equipment, staff assigned to the project, and reasonable costs directly associated with the project's preliminary development phase.

I have initiated a major review of teacher education programs, both pre-service and in-service in the province. The purpose of this review is to identify clearly specifications with regard to the core content to be encapsulated in ministry regulations with respect to teacher training as well as to generate a description of the appropriate teacher education programs for the future.

Perhaps we could turn for a moment to financial assistance provided to students at the post-secondary level. Under the Ontario student assistance program, as members know, assistance is offered in the form of grants and interest-free loans to students primarily from low- and middle-income families. This program is still one of the most generous programs of student support in this country.

For the fiscal year 1984-85, the budget for the Ontario student assistance program has been increased by 6.78 per cent. A part of the additional \$8.1 million in funding is intended to meet increases in tuition fees at Ontario's

universities and colleges, which students applying for assistance will face. Living and transportation costs allowed for students under the Ontario student assistance program have been increased by five per cent and 16.6 per cent respectively for the year 1984-85.

The Ontario work study plan, which was introduced in 1982-83 as a pilot measure, has been growing in the past two years. The demand for work study funds has been increasing steadily and more post-secondary institutions in Ontario are making greater use of this cost-shared program. Approximately 665 students received work study funds during the year 1983-84. Funding for this program has been increased by 50 per cent for 1984-85 to help students reduce their dependence on loans.

The Ontario graduate scholarship program is designed to promote graduate study and research in Ontario universities. Under this program, merit-based scholarships are offered to students with high scholastic achievements and great potential. Funding for the program has been increased by five per cent for the year 1984-85. About 1,200 scholarships will be offered to students enrolled in the graduate programs, at the masters and doctoral levels in the Ontario universities.

Mr. Chairman, thank you for the opportunity to make this statement. I have described only a few of the activities of the Ministry of Colleges and Universities, but I do think I have outlined those that will require some specific examination. I think they also reflect the government's commitment to meet the needs created by changing circumstances, both socially and economically, within this province and country.

The Vice-Chairman: It has been very interesting. I do not know what the routine is. Mr. Conway and Mr. Allen, would you like to launch into statements? How do you want to play it?

Mr. Conway: Mr. Chairman, it is a pleasure to be at your committee. This is not a committee given to routine, so you should be disabused of that notion. I cannot speak for Mr. Allen, but I can speak for myself. I have no intention, as is—

The Vice-Chairman: Whatever it is, it is going to take a lot of speaking—but go ahead.

Mr. Conway: That is the point I want to make. I do not intend to try to match the minister word for word, because I cannot do that. It is not my inclination, nor do I have the ability.

Hon. Miss Stephenson: He is being entirely too modest, too self-deprecating. It really does not become him.

Mr. Conway: I am going to make some random opening comments. My intention and my hope is that we can then proceed on a vote-by-vote basis. I find this a committee of which Senator Sam Irvin could be proud. This estimates debate is such a useful and credible operation. I cannot imagine better use of the minister's time or that of the civil service support staff who, I am sure, just salivate at the thought of getting here to be part of this breathtakingly useful and creditable exercise in parliamentary democracy.

Mr. Shymko: It is especially so with your presence, Mr. Conway.

Mr. Conway: I find this estimates procedure so useful that I cannot contain myself in being part of it.

The Vice-Chairman: We could shorten the hours.

Mr. Conway: That is usually the first step in the matter.

I want to get on with my opening observations. I thank the minister for her 51-minute opening statement. It covered a lot of ground, a lot of it interesting. Perhaps the most interesting part of the statement was the concluding paragraph in which our attention was drawn to the fact that the opening statement described "only a few of the activities of the Ministry of Colleges and Universities."

In some ways that is quite true because this statement, like a lot of what goes on in this Legislature dealing with post-secondary legislation, is more notable for what is not discussed than for what is raised.

I was interested in the minister's observations about increased emphasis on skills development. I was particularly interested in her reflections on the new happiness in federal-provincial relations.

Last night I happened to watch the telecast of the federal question period that the Ontario Educational Communications Authority regularly provides me with. I find that one of the most useful things OECA provides me with and I want you to convey that to Dr. Parr and others.

Walter McLean, Secretary of State of Canada, was being cross-examined yesterday by members of the opposition in the House of Commons about the new happiness in federal-provincial relations. Like the Minister of Education and Colleges and Universities of Ontario, he was happy to set down as part of history the long-standing unhappiness of the previous administration.

I am sure Dr. Allen, myself and others wait with bated breath to see the specific benefits that will accrue to the people of Ontario as a result of the new happiness in federal-provincial relations. I will be particularly interested to see what the commitment will be some time in April or May when the architect of the new financial happiness, Mr. Michael Wilson, will indicate specifically and beyond platitudes what the level of support is going to be with respect to federal transfers for higher education.

I expect the sun will rise some time after that budget, never to set on these pressing financial concerns in relation to financing the established programs of legislation and other aspects to which the minister drew our attention.

Mind you, in his comments yesterday Mr. McLean did say—perhaps the minister could elaborate on this in her later comments—that he really spent Monday listening attentively to the observations and requests of the provincial and territorial education ministers. I am confident that, having listened, the Secretary of State of Canada, who has significant responsibility in these fields, will now be responding with a generous panoply of new program and financial support. At a later time the minister might respond about her feelings on what specific happiness will accrue as a result of this new federal-provincial relationship.

11 a.m.

I was struck by the fact that we did not get a great deal in the statement on the university question which is being commissioned and is one of several commissions that are at work in this field of education. I simply want to indicate that my colleagues and I look forward with great interest to the report by that well-known Toronto capitalist Mr. Edmund C. Bovey, the head of the commission, and his fellow commissioners, Dr. Mustard and Dr. Watts.

I have said, and I will repeat now, that I expect the commissioners will advance the debate and more clearly resolve at least some of the options that are available to policymakers in the province in some of these very complex and troubling questions in higher education, particularly in the university field.

I am quite prepared to give the commissioners a chance. I would not want the minister to think my cynicism had reached the point of not allowing other commissioners the chance to survey terrain that has been surveyed by other people at a different time. I do look forward to seeing how these three wise men will determine the third way that has eluded a lot of very capable

people, not the least of them being the minister herself. But hope springs eternal, and I am looking forward to the early days of 1985 when that report will be available in both French and English.

I am quite encouraged that the minister has taken the step of making the report available in both official languages. I gather that she does not yet have the document. I believe it is in its final passage from the commission to the higher authorities at the Mowat Block.

Hon. Miss Stephenson: It is still in the hands of the commission, as far as I know; so it has not gone anywhere.

Mr. Conway: I am sure my friend the member for Hamilton West (Mr. Allen) will remember the interesting passage of the Parrott commission report. According to my memory, that report spent about four months in translation; so clearly the Bovey commission is going to be subjected to a little more efficient translation process.

Hon. Miss Stephenson: We have a more efficient translation process now.

Mr. Conway: It is obvious, and I congratulate the minister and the translation branch for that advance. I remember thinking the Parrott commission report must really have involved some very technical detail because week after week, month after month the good staff—and I must say it is a pleasure to be in the room with the minister's staff who, generally speaking, are very cordial and very helpful within the outline of the instructions the minister has provided to them—

Hon. Miss Stephenson: What instructions have I provided them with?

Mr. Conway: I get the feeling from my staff that the ministerial injunction about the release of information and other related questions has been loosened a bit in the past three or four months.

Hon. Miss Stephenson: It was never tight. You did not ask the right questions, I guess.

Mr. Conway: It depends on where one sits, I guess, in the equation. Suffice it to say there is a sense in our quarter that there is a move in the direction of more openness and more generosity in the release of information, and I congratulate the minister and her staff.

Hon. Miss Stephenson: Mr. Chairman, on a point of order: There has been no change whatever in any guidelines—which I never delivered, as a matter of fact. The staff talk to whom they will, when they will, about whatever is asked of them.

Mr. Conway: Might I say that—

The Acting Chairman (Mr. Robinson): On the point of order?

Mr. Conway: No, not on any point of order.

The Acting Chairman: I thought you were going to respond.

Mr. Conway: I thought I had the floor.

The minister in some of these machinations is reminiscent of the Toronto humidity—more easily felt than seen. I simply say my staff tell me the feeling is more positive in recent months.

Hon. Miss Stephenson: It must be because of the new assistant deputy minister then.

Mr. Conway: I was going to say that it might very well be that the new ADM is more communicative than perhaps some of his predecessors, for whom I had a very high regard.

At any rate, the report of the Parrott commission was quite interesting. It was a Pitfieldian scheme that I thought really would have made the former Clerk of the Privy Council of Canada happy, but I do not know that it would have satisfied very many other people. I found it in some aspects quite incomprehensible, but that might be more a comment on my inadequacy than on the report's direction.

At any rate, the Bovey commission report is something to which I am very much looking forward. I wanted to say one thing about its progress after it is released. It would be my very strongly held view that when the report is made public, it should be referred to this or another committee of the Legislature for a very specific, contained examination, because I think the Legislature has both an obligation and a right to review the conclusions of that report.

I had a feeling about the commission when it was sent on its work some 12 months ago. I remember well hearing about it in a phone booth in Chesterville, Dundas county, Ontario.

Hon. Miss Stephenson: What were you doing in a phone booth in Chesterville?

Mr. Conway: It is a very private story.

Mr. Wiseman: Were both of you in the phone booth?

Hon. Miss Stephenson: No, he was there; I was not.

Mr. Conway: It was December 15, 1983. Do you not remember it? There was a by-election.

Hon. Miss Stephenson: Yes. Was it on the 15th? I thought it was before that.

Mr. Conway: It was then, and that is where I was on that memorable day.

Hon. Miss Stephenson: Did you have all the Liberal supporters in the phone booth with you?

Mr. Conway: I am sorry to say in Chesterville that could be true. Dundas county is not a great bastion of Liberalism, as my friend from Lanark (Mr. Wiseman) knows, but the Tories have not done too well either since they sent us their first and last Premier 70 years ago. You will know, of course, that James P. Whitney was the proud son of—

Hon. Miss Stephenson: Yes.

Mr. Conway: I was sure you would know that.

Hon. Miss Stephenson: Why do you not use his middle name?

Mr. Conway: It was Pliny. I remember a great story about Whitney, actually. It was said by the then proprietor of the Toronto Telegram, who was not a very strong supporter of the then leader of the Ontario Conservative Party, that you could throw a brick through any small town law office in Ontario and hit as good a man as James P. Whitney. I have always thought, when the Tories take to tearing one another apart, they do it with such aplomb.

Hon. Miss Stephenson: I am not sure aplomb is the word I would use, as a matter of fact.

Mr. Conway: That is probably true. Another good story about James P. Whitney concerns the time he was very distressed at all the office seekers who chased him around Toronto in 1905. He was out for a brisk walk through the park one day, I think in 1906.

The sheriff of Manitoulin had died and some office seeker from northeast or northwest Ontario was immediately chasing down the Premier-elect saying, "Mr. Premier, the sheriff of Manitoulin is dead. Might I take his place?" To that the Premier is alleged to have responded, "Why, it is fine with me if it is all right with the undertaker."

I do not want to make too much of J. P. Whitney. At any rate, that is where I was a year ago.

Mr. Wiseman: Seriously, I think you should run for the leadership of my party, you could replace—

Mr. Conway: I have no such ambitions, I can assure you.

Hon. Miss Stephenson: I am going to contribute \$100 in American funds if he does. That is what he keeps telling me.

Mr. Shymko: I will double it.

Mr. Conway: The member for St. Catharines (Mr. Bradley) and I—and I want to reiterate—feel

the current race needs a fifth presence. I think the minister of all education should be that presence. I do not know whether she is concerned about winning the race, given the competition, and therefore wants no part of it. As I said, we had some American funds we would offer in the new spirit of Investment Canada, and we hope we will be taken up on our offering.

On the Bovey commission report, I simply want to reiterate—

The Acting Chairman: That is what we are here for.

Mr. Conway: Mr. Chairman, it is your job to—

The Acting Chairman: I heard no objection to your backgrounding, to bracketing your remarks in an historical vein.

Mr. Conway: I get easily railroaded and I am sorry. I am sure my friend from Hamilton West is anxious to get on with this. I want to make it clear that, where the Bovey commission report is concerned, it is our strongly held view that when it is made public, it should be referred to a standing committee of this House or a select committee with a very tightly controlled mandate and reference.

I imagine the minister would think to herself, "There goes the opposition again, wanting an open-ended invitation to run with the report from Hearst to heaven knows where." That is not my view. I think the minister would have a quite justifiable concern if that was the expectation.

11:10 a.m.

Quite frankly, I would be quite prepared to limit the mandate and opportunity of that committee to meet any concerns the members of the other two parties in the Legislature might feel necessary.

I want to be very clear on the main point. The main point for me is that the report must be reviewed by the Legislature at an early date. It is going to be my view that this should be done. As the minister knows, sometimes I can be a bit mulish in my attitude towards these questions. I do not like to be mulish and I do not naturally operate in that fashion.

Hon. Miss Stephenson: Oh?

Mr. Conway: But I want there to be no misunderstanding on that question.

My colleagues expect there will be an opportunity for the Legislature to review the report early in 1985; to allow the commissioners to come before a committee of the Legislature to state their case; to give the ministry equal opportunity to respond in any fashion it might care to, should

they care to respond; and also to give the university community an opportunity to respond in a public way and in a public place.

Hon. Miss Stephenson: Why would you anticipate the ministry would want to respond before the other participants? What you are suggesting is that the members of the commission state their case and those who have participated or not participated have the opportunity to come in to state theirs in response. Why would you want the ministry to tell you what they think at that point before they have heard the other participants?

Mr. Conway: Because I am a very fair-minded fellow and I would not want to be seen to—

Hon. Miss Stephenson: That is the second digression, yes.

Mr. Conway: In this case it is the truth.

I do not want to prevent the ministry from responding, should the ministry care to respond. If the ministry wishes not to respond, that is fine with me as well. I know something about the predilection of the public service and this minister, and I suspect at some point in this process the minister and her officials might choose to respond.

In my scheme of things, you would be afforded that opportunity at the beginning, in the middle or at the end of the hearings as I imagine them. If you choose not to, that is entirely your democratic right and I would not wish to force you to do something that is not your inclination to do.

On the matter of the report, I want to be very clear. We expect that an early review by the Legislature will happen. Anything less will be met by a determined defence of my position. I want this clearly understood at this time. We view this matter as one of urgent and pressing necessity. We view it as a matter of priority interest for the Legislature, which has not had the opportunity afforded to these two commissions most commonly referred to.

The time has come for the members having an interest in this Legislature at least to review the recommendations the Bovey commission intends to make and to allow a cross-examination of those commissioners by the members of that committee, and to provide a reasonable opportunity for members of the university community to respond, should they care to do so, to the specific recommendations of the commission or its general import and impact. I expect I have made myself clear on that subject.

I want to be fair, reasonable and accommodating. I say to the minister and to my friend the member for Hamilton West I would be more than pleased to sit down with them to see whether we can accommodate concerns and desires on their side of this question as well.

I do not imagine an endless, open-ended enterprise that would keep us all here for months and years to come. I imagine a very focused, somewhat restricted mandate that would allow the Legislature an opportunity to learn something of the specific intentions of the commission, some of the more particular meaning associated with some of its options; and again to hear from members of the university constituency about how they feel about the report.

To conclude, I say that because there is some concern in the community that the minister has the notion the report would be received and would be what it was hoped it would be, "an operational plan" to allow the government unilaterally to restructure the universities of Ontario. I want to warn the minister that unilateralism on this question at this time will not be acceptable without some prior consultation with the Legislature.

Hon. Miss Stephenson: I do not need your warning.

Mr. Conway: I do not know what the minister needs. I am just telling her what I feel needs to be put on the record. There has been a concern about the unilateral tendencies of this minister on this question. She should be forewarned that there will be substantial hue and cry if an effort is made to simply take that report—

Hon. Miss Stephenson: That is slanderous.

Mr. Conway: I do not mean to slander the minister, but I simply refer her—

Hon. Miss Stephenson: It is.

Mr. Conway: I simply refer her—

Hon. Miss Stephenson: Refer me to what?

Mr. Conway: To any effort to simply take the report and to proceed unilaterally to restructure the Ontario university system. If the minister looks back at her statements of 12 months ago, she might better appreciate how people in the university community might come to that conclusion.

I do not want to overstress this point but I would reiterate there must in our view be consultation with the Legislature on these questions before any action is taken. Along the lines of my earlier proposal, I think this is a modest and sensible recommendation that I hope will meet with a positive response from whomsoever

sits in the chair of the Minister of Colleges and Universities at the time the report is made public. I expect this will be about January 15.

Now on to some other questions. The minister talks about the Board of Industrial Leadership and Development and I wanted to say something that I hope we can deal with in these estimates later today. I noticed in the briefing book there is a decrease of \$10 million or \$15 million shown in the briefing book on the capital allocation. The minister deals with that on page 17, item 1, university support programs, vote 3101.

The minister anticipates some of our concern on that question. She goes to great lengths in her opening statement to suggest that BILD has been a very vigorous and helpful instrument in extending government support to the capital fund of our universities.

I would like at some point in these estimates—if it is not available today then a little later—an accounting of the BILD payouts to universities in the last three years as far as capital dollars are concerned. Then we could clearly understand the totality of the provincial government's capital grant support to Ontario universities.

One of the great difficulties with BILD—

Hon. Miss Stephenson: It has all been reported.

Mr. Conway: One of the things about the Ontario government that I marvel at—my friend over there from Carlsbad Springs will know this because he was once a virtuous Liberal—is that with tremendous—

Interjection.

The Acting Chairman: Order. Mr. Conway, you are provoking that sort of comment.

Mr. Conway: I am just saying the member for Carleton East (Mr. MacQuarrie) is very well acquainted with many—

The Acting Chairman: Order.

Mr. Conway: I am sorry.

Mr. MacQuarrie: I saw the light.

The Acting Chairman: Okay; if we can finish with confession perhaps we can get on with the estimates.

11:20 a.m.

Mr. Conway: The provincial government does something with BILD that is very effective: it reduces the ordinary appropriation to a ministry—even a constituency within the ministry—by, say, seven per cent, for argument's sake let us say it reduces the ordinary appropriation by 10 per cent, but to disguise the net impact it

creates a new fund that offers four or five per cent new money.

While the net effect of the government's commitment is a reduction of five per cent, we have local members of the Legislature, ministers and their apparatchiks going around the province cutting ribbons and opening new programs that make one think all kinds of wondrous and joyful things are happening, that this is a government on the move with new initiatives.

I think of it in the area of highway transportation, because I do not think there is now a culvert replacement in Renfrew county that is not festooned with a great big Board of Industrial Leadership and Development sign. I am not kidding. There is a 35-mile stretch between my house in Pembroke and my cottage in the central highlands of Renfrew that last summer had five different BILD signs announcing culvert replacements.

Mr. Wiseman: We will take some of those down in Lanark.

Mr. Conway: No, I am happy to have them. I would not want to suggest for a moment that we do not want them; but before BILD there was a lot more happening in culvert replacement. They were even building some new highways in eastern Ontario.

The point I want to make is the difficulty we have in this. The politics of BILD are wonderfully successful. You people make Maurice Duplessis look like a piker. It is very successful. You cut the ordinary appropriation by 10 per cent, but you add three per cent new money in some program, which is usually to pick up some of what has been cut elsewhere. Then you have the member for Carleton East, the member for High Park-Swansea (Mr. Shymko) and the member for Scarborough-Ellesmere (Mr. Robinson) going around announcing new good things.

Mr. MacQuarrie: A lot of it is going into Renfrew North.

Hon. Miss Stephenson: It is obvious the Liberal critic did not major in math. He can neither add nor subtract.

The Acting Chairman: Order.

Mr. Conway: I say to the Minister of Colleges and Universities that I am very interested in having an accounting. I quote from a letter that Blair Tully, the secretary of the BILD board, sent to my leader on October 23, 1984:

"I am sorry about the problem which your staff appears to have encountered in obtaining details about various BILD-funded projects. Because of the co-ordinating role of our secretariat, I have

discussed your letter with the chairman of BILD, and Mr. Grossman has asked me to tell you that he will respond directly to your letter following discussions with his colleagues."

That was the most recent response to our specific requests about BILD appropriations.

I do not really want to take the time now to read from the most recent report of the Ontario Council on University Affairs, because I would not want the member for Lanark (Mr. Wiseman) to think I was being unduly critical of the government's support of the university community; but if one were to cast an eye over the most recent report of the senior advisory body on university affairs, one would think, on the question of capital support, for example, that I am being charitable to a fault.

Marnie Paikin and company mince few words on this and other related matters. I do not get any sense from your senior advisory body, and I certainly do not get any sense from university administrators, that they feel you have done a very adequate job of keeping the capital funds flowing even to an minimum level. I am sure my friends from the national capital region have been lobbied by Carleton University, which is a case in point of the deleterious impact of cutbacks in capital funding that one institution in eastern Ontario has felt in recent years.

You say that BILD explains a lot of the growth. Fair enough. What I want to see before these estimates are over is your accounting of the capital support made available to universities since the inception of BILD in February 1981. I want to see the ordinary appropriation from the ministry in so far as capital grants are concerned for the years 1981 through 1984, and alongside that a corresponding figure for the BILD appropriations.

I am going to be even more specific. On page 17, to which I referred earlier, I understand clearly what you are telling me there about grants for capital projects. I read it that in this fiscal year, 1984-85, there is a decrease of \$15 million, which you have dealt with. According to these numbers, there is a \$15-million decrease in 1984-85 from 1983-84. You have dealt with that in part in your opening statement, as I understand it, by saying that BILD has made multimillion-dollar commitments on behalf of the government to a number of the institutions. Fair enough.

What I am asking for is a clear, straightforward accounting of your appropriations over the last three years on the ordinary accounts for grants for capital projects and in each fiscal year the actual amount paid by BILD on behalf of the

Ontario government to universities that would fall within the same category. I am sure that will not be difficult for you to provide.

I have a couple of other points before I turn the floor over to the member for Hamilton West.

The college matter is passingly dealt with in the opening statement. One of the issues with which I would like to deal at a later moment has to do with the question of the implementation of Bill 130.

The other day when I was visiting one of the community colleges in the province, I was struck to be told that when the teaching staff raised the matters of the legislation relating to instructional assignments—I do not seem to have my copy of the amended bill at hand. The minister will recall that in the very interesting debate we had in the House legislating an end to the community college strike, there was a desire to amend, among other sections, section 2 of the bill. The amended clause 2(1)(b) of Bill 130 reads as follows:

“Upon the coming into force of this act, every employee shall report for work and shall perform the duties assigned by the employer including duties assigned by mutual consent in order to afford students the opportunity to complete courses of study affected by the strike.”

That “by mutual consent” amendment was viewed as important. It was spoken to at the time by myself, by the leader of the New Democratic Party (Mr. Rae) and the minister herself who kindly accepted the amendment in the spirit in which it was offered. As I recall it, there was a desire on all sides for the troubling question of instructional assignment to be dealt with in the back-to-work legislation in such a way that the initial concern which precipitated the disruption in November would not be made worse. Therefore, there was a desire and an agreement that the “by mutual consent” phrase would be inserted into clause 2(1)(b) of the bill.

I was really struck when I was at this particular community college, where I gather the grievances are now piled higher than lumber in the Ottawa Valley, that college administrators are taking the attitude: “We have not been told anything of that kind. We are not aware that there is anything of the sort in the legislation. What does ‘by mutual consent’ mean?”

I was very distressed to learn that. I deeply despair at the attitude of any administration or council of regents should that be a widespread happening. I have not checked it with others, but I did hear it well documented in one instance. I wanted to simply serve notice of my concern

about that and to say if it is happening, it is a very disagreeable occurrence and I hope the ministry will move quickly to disabuse any college administrator about pursuing it to any degree.

11:30 a.m.

We have a concern expressed now about university tuition, and I am going to serve notice again that in the remaining hours of these estimates I hope we can draw the minister out on a number of matters as they relate to the student community in Ontario. I notice in the opening statement that the minister feels the government’s commitment to student assistance has been generous, almost to a fault—certainly very generous relative to other levels of—

Hon. Miss Stephenson: I was not suggesting that it was almost to a fault.

Mr. Conway: I was suggesting that you might be suggesting that.

Hon. Miss Stephenson: Do not bother, because that is not what I was suggesting.

Mr. Kells: Disabuse him of that.

Hon. Miss Stephenson: Imputing motives is not one of the things you should—

The Acting Chairman: Order, order.

Mr. Conway: I think I am in the vise-like grip of an uncontrolled ministerial emotive response, and I hope you will restrain the minister of all education from—

The Acting Chairman: I will not restrain her, but I will ask her to refrain.

Hon. Miss Stephenson: Thank you, Mr. Chairman.

Mr. Conway: Thank you. You make that commitment with a noticeable want of enthusiasm, Mr. Chairman.

There is, as the minister well knows, a shudder now being felt in all sectors of the student population about what the real intentions of the government of Ontario are with respect to tuition, particularly in universities.

I was struck yesterday by the fact that she says she does not hold press conferences outside the chamber door. I can think of one case in recent days when the minister was very careful to be more direct in her response outside the chamber than she was inside the chamber. I have been following, as the member for Humber (Mr. Kells) and others have, the public utterances of the leadership candidates, who will appear at the great happening scheduled in Toronto for late January.

The minister will recall that about a week ago, Mr. Allen and I were interested in her response to

the rather dramatic suggestion made by Treasurer Larry Grossman on appropriate levels of tuition in Ontario. I think Hansard will show that in her response in the Legislature, the minister of all education was uncharacteristically curt and controlled, and very noncommittal.

Hon. Miss Stephenson: That sounds very interesting. That is only one quarter of the candidates.

Mr. Conway: Exactly.

Interjection.

Mr. Conway: Perhaps the press is to be credited, and perhaps the press misquoted the minister. However, in the outside press conference, or press encounter, she certainly went further than she dared go in the House. She stated that she did not feel the rate and range of tuition increases suggested by the Treasurer—and those of tuition generally—to be at all appropriate. In fact, she felt the gradual approach, incrementalism, was the Ontario way.

I thought that was very interesting, given the minister's natural tendencies and past performance. I took note of her very sensible outside-the-House commentary on the question of tuition increases.

Hon. Miss Stephenson: I cannot think of everything. The member has tunnel vision most of the time.

The Acting Chairman: Take another note, then, Minister.

Mr. Kells: He is more entertaining than most, though; you must remember that.

Mr. Conway: I want to be fair. I want to note two things. I want to note that outside the House, Minister, you said that you did not think Larry Grossman's tuition fee schedule appropriate, that you felt it should be a lot less and much more incremental in its implementation.

You now have an opportunity to respond, but I just want to forewarn you there are students in this room and students in this province who—

Hon. Miss Stephenson: There is one in this room, yes.

The Acting Chairman: I do not note that many here. Please continue.

Mr. Conway: On behalf of the students of Ontario, I want to serve notice that later in these estimates we expect a clarification or elaboration of your views on tuition fees. I travel a fair bit in the university community and there is a growing concern that the government of Ontario has some private agenda that will see students paying

substantially increased tuition fees in the very near future.

Mr. Kells: The Treasurer might have that.

Mr. Conway: You may respond, of course, by saying that—

Hon. Miss Stephenson: I do not have a bloody private agenda. Only people who have private agendas suggest that other people have them.

Mr. Conway: If I have the floor, Mr. Chairman, I will simply return to my earlier point. There is great concern in the student community of Ontario that Larry Grossman is speaking for more than just himself. I would simply serve notice to the minister that later in these estimates she will have the opportunity to address the question of appropriate levels of tuition in Ontario.

Hon. Miss Stephenson: Richard Thomas spoke for the member during their leadership campaign.

Mr. Conway: Good point, Minister, but Richard Thomas is neither a member of this Legislature nor a member of the executive.

Hon. Miss Stephenson: He was a candidate for the leadership. Did he speak for you during the leadership campaign?

Mr. Conway: When the Treasurer of Ontario speaks, the people of Ontario, who pay taxes, of necessity must listen. Larry Grossman is no ordinary citizen. He is the man who decides what taxes will be levied and paid, including university taxes.

Another area about which I want to serve notice to the minister is the Provincial Auditor's views on some of the apprenticeship difficulties he found in his most recent examination of the apprenticeship programs. Perhaps your staff can prepare for that.

The final point I make is that I notice you dealt with visa students and how you accepted the recommendations of the Ontario Council on University Affairs in not proceeding with the second phase of your rather draconian increase in visa fees.

Hon. Miss Stephenson: For graduate students.

Mr. Conway: At the graduate level. The fee increase was fairly described as draconian. I want to serve notice that I would like some data on the impact of the draconian visa fee increases implemented in the past 18 months; particularly what data, if any, your ministry has about visa

students, who we know are not coming to Ontario now in noticeable numbers.

I wonder whether there is a pattern to the students who are staying away and whether you can give us some indication—we have had some from the university community—whether you have done an impact study on the effect of the draconian fee increases for visa students as to a pattern on who is not coming and how it is affecting the individual institutions.

We all know enrolments essentially have been flat-lined, because your draconian fee increases for visa students have been very successful. People have stayed away in great numbers and system-wide enrolment has fallen off, apparently as a result.

Those are some of the concerns your lowly critic from the official opposition has on a Wednesday morning about the operations of the ministry. I will not go into some of the details we had an opportunity to discuss last night. Suffice it to say that, as the Davis era ends, we are quite interested in tidying up some of the considerable unfinished business on the Davis ledger and the Davis account.

We would particularly like to see the great monument of the community colleges, which was so splendidly erected by him, left in better repair than it appears to be at present. A healthy community college system would be a more appropriate monument than an Ontario police structure in the city of Brampton in the great regional municipality of Peel, as was suggested and offered yesterday.

On that note, I rest my introductory piece.

The Acting Chairman: You did not mention the dome.

Mr. Kells: He covers the waterfront.

Hon. Miss Stephenson: Which educational institution are we going to put in the dome?

11:40 a.m.

Mr. Allen: Mr. Chairman, may I say for future reference that I think the last week of the Legislature is hardly a good time for us to be considering estimates of any kind. I am sure the minister was only too happy—

Hon. Miss Stephenson: I did not choose it.

Mr. Allen: I know it was not simply a matter of her choice. I just wanted to say that for the record. The process of engaging in critical scrutiny of this ministry, which I am sure the minister appreciates and relies on at least in some respects, is not facilitated by the circumstances in which we find ourselves at this point.

I have said for some time that it would have been much more sensible for us to have adjourned this Legislature while the leadership race proceeded and while the election proceeded, and perhaps assembled ourselves a little earlier in the spring to take on some of the issues, none of which at this point are ones about which it can be said the total future of Ontario hangs in the balance. There are issues, matters, bills and legislation, which from the government's point of view it obviously would be nice to have out of the way but which do not have a great immediate impact in terms of three, four or five months.

The minister has approached both her Education and Colleges and Universities estimates in a much calmer frame of mind this year. I suppose that in part is due to the fact she has been able to have a whole year's respite from university issues in the Legislature, in political debate, as a result of her having loaded her problems with the university system on to the backs of the Bovey commission.

I do not intend to pursue many individual issues in these estimates, simply because that commission in effect has everything locked up in its hands. As a result, the minister is relieved in a sense from responding to anything very specific regarding fees and funding in general, whether it pertains to operational costs, capital grants, research funding or infrastructure concerns, and so on. So much hinges on what we are looking forward to in the next decade or two of this province's future.

However, the issue posed by the Bovey commission itself cannot be avoided. It clearly has a major and important task of looking at the rationalization, possibly the restructuring, of the Ontario university system. It would seem to me most appropriate, expedient and even urgent for the government to convene a suitable committee of this Legislature at the earliest possible moment when that report is available—as my fellow critic has suggested—to listen to the commissioners, and not just to read their words, and to listen to those who would want to respond here before us, and not just read their sometimes mutilated responses in the public media.

I will look forward to the minister convening that kind of setting for us, and certainly we will want to insist on the earliest possible date.

As she will know, the pattern of representations before the Bovey commission was rather interesting. In effect, representatives of the public from community after community stated clearly and repeatedly that they wanted the government to take its hands off the university

system with reference to the kinds of restraints it had put on it recently.

They worried that this regime of underfunding was going to be continued. They worried that the pressures on the university in many instances would lead it to distance itself more from the community in which it resides and thus to become less of a public service than it increasingly has in response to demands for training, professional upgrading, and the need and desire of adults of all ages to go back to a university in ways they do not to other levels of education, so as to receive both enrichment and necessary instruction.

I am aware of one unfortunate effect on some of the universities with respect to the new era of rationalization and restraint; that is, in their specialization they are tending to look again at some dimensions of their interaction with the community. For example, their provision of continuing education programs of various kinds—a subject I have taken up with the minister in the other estimates, with regard to the school system—is now in some degree of jeopardy.

The minister will also be quite aware that the major university advisory body, the Council of Ontario Universities, to which she must perforce listen, has stated quite clearly—

Hon. Miss Stephenson: No. It is the Ontario Council on University Affairs to which I must listen.

Mr. Allen: She has her in-house committee and she has her out-of-house committee, if you like; they are both advisory in an important sense, and that is what I was trying to say.

It has said quite clearly to the minister that the mandate of Bovey with regard to maintaining the quality of the system on any reasonable basis cannot really be exercised within the present context of university funding as we have known it during the past decade.

The minister's own more direct advisory body, the Ontario Council on University Affairs, referred to by my Liberal colleague, in effect makes the same point in its clear critique of the pattern of university funding, which states that within the past five years the universities have lost, in real terms, \$264 million of income.

While the report suggests it does not know a way of measuring what has happened to the quality of the system in the interval, none the less those who are perhaps closer to the day-in, day-out operation of the system, the Canadian Association of University Teachers, for example, made it abundantly plain in quite concrete terms in its submission to the Bovey commission

that the quality of education being transmitted in the universities, classroom by classroom, laboratory by laboratory, is suffering and is no longer equivalent not only to what one would desire but also to the quality of education that has taken place in the system in past decades.

The minister has to bear those cautionary words very much in mind as she receives this report. It is because those issues are so important that we think it is necessary for us to have a very close and rigorous cross-examination of the commissioners so they can explain to us why they have recommended what they have recommended.

It must be said that the Bovey commission has not just taken on the minister's mandate; the commission has taken on a responsibility, in effect, for the whole university system. It has gone out and altered that mandate in some respects. As I have suggested in other places, I hope it will take the example of Mr. Macaulay in his preparation of the report of the special committee on the arts. I hope it will do its own readings, take its own soundings, and having done that feel free of any burden or obligation to the minister's initial terms of reference and apparent mandate to stay within certain kinds of funding considerations.

I say this because it remains abundantly clear in the documents we continue to scrutinize on this question that this province continues to devote a smaller percentage of its gross provincial product to university education than all the other provinces. In that respect it stands in 10th place, and not just a narrow 10th place. When one looks at the averages in the tables provided by the Council of Ontario Universities, one sees that the gap is a full 10 percentage points between Ontario and the average of the other nine provinces: from 25.3 per cent for the national average to 15.8 per cent for Ontario.

When one looks at provincial personal income in millions of dollars—and these figures have little to do with changing economic circumstances, because they measure the actual amount of personal income in the system—and when one sizes up the proportions of it that the nine provinces outside Ontario have given in recent years, again there is a very significant gap. The nine provinces outside Ontario spend 30.1 per cent, and the Ontario figure is 18 per cent.

11:50 a.m.

Those figures are not just striking; they are almost staggering in their implications concerning the funding trends and commitments of this government. When my friend the member for

Renfrew North brings up the question of the Treasurer, it is much too easy to dismiss him as the fourth member of a leadership race, regardless of his standing.

Mr. Conway: I think he is third, Richard.

Hon. Miss Stephenson: All I said was that he was one of the four.

Mr. Allen: Whether he is first, second, third or fourth, he remains a very significant spokesman of where the resources of this province go, and in what proportions, with regard to the wealth out there and the ability of the province to produce moneys for public sector spending.

What strikes one, not just with regard to this minister but with regard to all of her cabinet colleagues at the moment, is their constant refrain with respect to the new era of co-operation that exists between Ottawa and Queen's Park regarding the establishment of a new Progressive Conservative government.

We have just seen the complete failure of the Minister of Citizenship and Culture (Ms. Fish) to speak out and take a strong position on the protection of the Canadian Broadcasting Corp. and its employees, even though she was asked about it by me several weeks ago when that trend of cuts appeared to be on line. It is nothing but a vaporous defence of the beautiful era in which we all reside at the Inn of the Seventh Happiness, to extend my Liberal colleague's metaphor a bit.

The reality will come home to roost. It will not just be the 1,025 or so displaced CBC employees who come knocking on the door of the Minister of Citizenship and Culture. For this minister, it will be the various institutions that once benefited from significant and substantial federal transfer moneys and tax points that will make the difference in this sector.

I remind the minister that in estimates of past years, it has been the habit of the ministry to give us the figures of the percentage the province contributes in operating grants to the total cost of the operation of the university system. For example, there are figures such as 80.7 per cent in 1978-79 and those going through the subsequent six years to the figure of 76.4 per cent in last year's estimates.

These figures are obviously dropping, but they appear to be—

Hon. Miss Stephenson: Where is that?

Mr. Allen: Page 27 and following, the university support program.

The government and the ministry tend to so fuse their own moneys with those of the federal sources that, admittedly, it is a very difficult

matter to try to pinpoint exactly what the splits are. However, whether one divides the money one way or another, one finds that one has to go back. I have to go back to a document from 1982, Federal-Provincial Relations and Support for Universities, because there has not been a satisfactory update on this subject since then, at least that I have seen. It gives one a sense of the proportions.

Whether one is just talking about considering the established programs financing transfers, for example, in which case there is a total of 12.6 per cent to university expenditures actually arising from Ontario, or whether one adds in tax points and reaches something like 33.9 per cent as Ontario's contribution to the total cost of the provincial university system, one obviously gets an immense, clear and dramatic sense of the contributions that have come from federal sources.

That being the case, I suggest that those moneys, whether with regard to tax points or whatever comes out of the Mulroney government's reconsideration of the specific transfers that used to be under established programs financing—whatever the result, the trend of that government is obviously going to be to rein back on those resources. They will do it in a high-minded and high-sounding fashion. We will hear all the rhetoric about how the system is being improved, thereby—

Hon. Miss Stephenson: It has been in effect for the last three years.

Mr. Allen: Nevertheless there will be straitened resources. In the not-too-distant future there will not be chuckles of joy but shrieks of despair in the Inn of the Seventh Happiness of federal-provincial relations as far as this government is concerned. Of course, it will try to translate and muffle those shrieks somewhat in order not to embarrass its Conservative friends in Ottawa. Nevertheless, that will be the trend of feeling and emotion. I think the public of Ontario will begin to recognize the different tune.

Mr. Conway: What did Christopher Armstrong call it? The Mowat heritage in federal-provincial relations?

Mr. Allen: I think that might be one—

The Vice-Chairman: He can upstage you.

Mr. Conway: Sorry, I think the member for Hamilton West (Mr. Allen) offers very good advice.

Mr. Allen: If the present Treasurer (Mr. Grossman) remains at his task, no one will know better than he what the diminution of those

resources will be. It is not surprising that he is already, for that reason, looking at a rather major increase in university fees for the system as a whole.

I know this minister does not take any responsibility for the Treasurer's proposal but she may have to, unless she is contemplating resigning if the Treasurer wins the race in progress. I am not sure that is in the cards. In any case—

Mr. Conway: She is going to Management Board of Cabinet.

Mr. Allen: Is that where she is going? You are nominating her, are you?

Mr. Conway: Management Board; that is where she belongs.

Mr. Allen: It is interesting to look at that balance of contribution, provincial and federal, to the funding of the system. One may use the two figures I quoted or strike a mean balance between them. Somewhere around 22 or 23 per cent would be a suitable estimate of the contribution Ontario makes to its own university system.

Either way, what Mr. Grossman is proposing is that the students should pay more than the government which represents all the taxpayers of Ontario for the province's university system. I think that is an appalling and very distressing conclusion. The minister may shake her head but I would like to hear her statistics. I do not think I am wrong.

It turns out that one has to be a little wary about the Treasurer's—

The Vice-Chairman: It does not show up in Hansard that you shook your head.

Mr. Allen: Yes, it is in Hansard. Perhaps the minister is now holding her forehead and shaking her head.

Mr. Conway: You are lucky that is all she shakes.

Mr. Allen: Even the Treasurer himself, it turned out, was not above making statistical errors in his calculations on these things. It must have come to the minister or the ministry itself if we are to get some of these figures.

For example, he spoke of the students paying 30 per cent in 1960, but the best we could discover from the available data on that year was that Ontario students paid 24.47 per cent. The level of tuition fees is not only 17 per cent at this time, as the minister said—as if there was something “only” about it. Rather it stood at 18.9 per cent last year and this year must stand above that—probably somewhere in the 19 per cent area.

The minister herself, in another setting, disputed those figures with me not long ago.

Hon. Miss Stephenson: I did not dispute them. I said I did not know whether they were correct or not.

12 noon

Mr. Allen: But 18.9 per cent is the last recorded figure for the contribution of university students in Ontario to their own education. That is very substantial.

Why one should go back to 1960 is, indeed, a puzzle. Those were the years before the major expansion of the university system. They preceded the baby boom days for the university community. Student enrolments were smaller, accessibility was much more restricted, the system was much more elitist in its characteristics, there was no Canada student loan plan, no OSAP program.

It is a very nice but a rather shady line of discussion for the Treasurer to engage in a comparison between the university system and the contribution that should be made to it today and what was made then.

Not least of all, student employment prospects are dramatically changed. What is worse, the women who have made up the larger part of new growth in the system since then are in a much more difficult position vis-à-vis earning capacity and levels.

Hon. Miss Stephenson: Than they were then?

Mr. Allen: If Mr. Grossman had wanted to develop a program that would make access to universities for women much more prejudicial and difficult than it currently is or has been in a long time, he could not have proposed a better scheme.

I would like to make one more comment and then leave the subject and pick it up at the earliest possible moment in reaction to whatever Messrs. Bovey, Watts and Mustard propose. In the context of this discussion, I want to put on the record what I read yesterday in the House with respect to the report of the task force on research infrastructure to the Natural Science and Engineering Research Council. It is simply one more measure for us, but one we do not always have quite so clearly stated with respect to the support provided for by this province.

That support is provided not only to the university system in general but to a sector that increasingly trumpets abroad in its shining and new, technologically glossy fashion. There are comments on page 6 of the introduction about how certain provinces, especially Quebec, are

beginning to support in a significant way both basic and applied research in their universities. By so doing they have given specific recognition to the infrastructure costs associated with this research.

A few pages on, the document makes some comparisons between the various provinces in this respect. While it says the proportions of support are fairly uniform from region to region, Ontario stands out as very low in relationship to others in all categories; it is only 60 per cent of that for the rest of the country. That is related directly to the recent history of funding the university system in this province.

In its research funding, this government is creating two major problems for the universities. One is that while there may be grants for research, they are not followed by or accompanied on a longer-term basis by suitable infrastructure supports to cover the overhead costs that take place in the system. I have referred to this in previous estimates but it seems to go right past the minister and ministry.

The other aspect is that, in focusing so much of its activity in the direction of applied, industry-related research, the government is in a serious way undermining what underlies all research. That, of course, is a healthy commitment to basic research in Ontario's universities. It is often the unpredictable and unanticipated that spins off some of the most interesting and economically productive innovation our universities generate, and not those that are at the later stages of co-optation, if I can put it that way, by a targeted grant that looks at quite specific and precise application.

That is not to say that kind of research funding is inappropriate or wrong. It is to say there has to be a great deal of thought given to the maintenance of basic research whose immediate applicability is not measurable by anybody, not even the person who is engaging in it. Basic research grows on itself. It is a product of scientific curiosity and often is of most interesting and striking economic relevance further down the road.

Having made those remarks with regard to the university system which preoccupied the minister's last two or three pages, let me back my way through some of the other comments in the minister's statement which focused rather more upon the college system and upon training concerns.

It is good to see in this report that the ministry is at last taking up its much-suspended relationship with the Council of Ontario Universities and

with the universities on the question of adapting the university system to the needs of the handicapped. It is good, in particular, to see that the new audio-library arrangements, which were put in place between a year and a half and two years ago, are working so well.

At the time of that original debate, I learned the ministry was being very distant and uncommunicative about scouting with the university system the overall costs of adapting this system for the handicapped and to get commitments of support on a long-term basis for grants to university students who were handicapped.

Hon. Miss Stephenson: Balderdash.

Mr. Allen: Yes, and it was also uncommunicative about scouting with the university system the overall costs of adapting this system for the handicapped.

Hon. Miss Stephenson: Factual information I do not mind.

Mr. Allen: That was something that obviously distressed the Council of Ontario Universities and Ontario universities. Having carried a study to a certain point, they were stalemated in a lack of ministry response. I recall well the words of the correspondence in which almost in a pre-emptory fashion the minister's spokesman said: "Would you have us break in upon the block grant system? Would you have us abandon our neutrality with respect to earmarked funding and so on?"

That was not the issue. Obviously, the minister knows the money could have been put in the context of block grants. It was just a question of how much money needed to be spent and whether the ministry was prepared to contribute it. I hope these new discussions that are under way are followed by real money and by a real and hard commitment.

Hon. Miss Stephenson: They will be directed, if they are.

Mr. Allen: I also hope the universities are thorough in the way in which they adapt their institutions. I was at McMaster University not long ago and I noticed with great pleasure that there was Braille beside the numbers of the buttons on the elevators. That was very simple and obviously not hugely expensive, but a notable advance.

When I went around the university system I found that for some reason they had it in the Chester New Hall for the arts and humanities students, but they did not have it in the social sciences building for the sociology students, or in the science building. Perhaps those additions are

under way and they are simply doing one elevator at a time. In any case, I would hope it would be done on a university-wide and a systematic basis so the handicapped have full access to our universities.

12:10 p.m.

As I leave that subject I simply endorse what the member for Renfrew North (Mr. Conway) has stated with respect to the desirability of looking at, in one place, all of the Board of Industrial Leadership and Development moneys that have gone to the universities in the course of the past half-dozen years. That would be most desirable.

I recall looking at last May's budget and seeing those real dollar diminutions for the Ministry of Education and the actual current dollar diminutions for the Ministry of the Environment. However, BILD seems to function here and there and to pull money from hither and yon in a fascinating way that calls the greatest amount of publicity towards specific investments that otherwise would be passed to the institutions in question in a fairly normal fashion.

Mr. Conway: Do you remember the president of McMaster University, now the chairman of the Council of Ontario Universities, in this very room describing BILD funding as "isolated phenomena"?

Mr. Allen: Quite.

The Vice-Chairman: If you guys want to have a conversation, you may step outside.

Mr. Allen: That is precisely the point.

If this were a forum in which such a motion were appropriate, I would at this point move a motion of no confidence in the Council of Regents of the Ontario colleges of applied arts and technology.

It appears to me that the college strike we experienced in the course of this fall was a quite unnecessary phenomenon. Quite simply, the Council of Regents refused to recognize a real and pressing problem in the system with respect to work load. Even the fact-finder clearly said that while there was some ambiguity in the productivity report on the question, he could not understand why the equivalent of a 20 per cent reduction in staff, which was one way one could read some of the findings of the productivity report, would not have a significant impact on work load, and why a 15 per cent increase in class size in those years would not have a significant impact on work load.

The numerous college teachers I talked to gave me details of the way in which they now function

as teachers in the college system. They made it quite apparent there is a major work load problem that impacts on the quality of education and on the interface between student and teacher in the system.

The loss of support staff with respect to laboratory preparation has in many instances added countless hours for many a science teacher in the college system who is involved in laboratory work. There is the amount of out-of-class consultation that now is necessary because with the new class sizes the consultation is not possible in class. There is the extent of the reduction of resources the productivity study indicated, 30 per cent fewer resources at hand in the form of all sorts of equipment for teachers in the system over the course of five years. All this has obviously added immensely to a burden those teachers have felt quite grievously.

When you almost sanctimoniously, in reference to all those—

Hon. Miss Stephenson: I may be many other things but I am never sanctimonious. That is an infection I have not yet managed to catch from you guys.

Mr. Allen: You talked about the contribution: "Between 1978-79 and 1982-83 real unit operating costs fell 19.9 per cent, an average decrease of 5.4 per cent per year. Each type of college resource, including faculty, administrators and support staff, made a major contribution to the reduction in unit operating costs."

Of course they did, but to put it in words of praise as though they had assented to it and thought it was a good thing seems to me to be quite incredible.

Hon. Miss Stephenson: It achieved something.

Mr. Allen: Faced with this situation, what did our Council of Regents do? Our Council of Regents stonewalled, said there was not a problem, in fact wanted to remove the caps on the work load limits in the contract at the beginning of the dispute and never moved beyond the current provisions of the contract with respect to work load; refused to entertain the proposals of the union with respect to ways of handling and measuring out-of-class work loads, which are in place in places such as Ryerson and the collèges d'enseignement général et professionnel in Quebec and work well. But it said: "No, you cannot devise those systems. You cannot work them. They are not functional. They are not operational." Yet there they are; they are in effect in one place and another and are working well.

So it would appear to me that the council, by grace of the minister's own implication and the implication of your ministry in the dispute, has got off scot-free in this whole sorry and tragic encounter, which did not need to happen and for which the council deserves from this committee a very harsh vote of no confidence.

I noted at the end of the debate on Bill 130 that you said changes would be made with regard to the governance of the college system, and I hope you will use the opportunity of this forum to tell us something about what you expect by way of changing the structures of the governance of the colleges. I hope you will not only change the composition, the structure and the relationship of the Council of Regents with the ministry; I hope you will also change the structure of the boards so they include regular and significant representation by both students and faculty members.

It is quite clear not only that the recent dispute might well have been avoided but also that issues such as those that have seized Algonquin College could well have been avoided had there been significant faculty input into boards of the colleges, and the board of Algonquin College in particular, not to mention one or two others that are in a semi-distressed situation and where that arrangement might provide some benefit as well.

I just do not think the governance of any major educational institution can do without the regular and systematic input of all the participants in the institution. The notion of my benighted historian friends from York, Calgary and the University of Toronto in their questionable exercise with respect to the university system called The Great Brain Robbery—

The Vice-Chairman: The Great Brain Robbery?

Mr. Allen: The Great Brain Robbery: Canada's Universities on the Road to Ruin. Have you not read it?

The Vice-Chairman: No.

Hon. Miss Stephenson: You should read it. It is an interesting document.

Mr. Allen: Yes, you should read it. It is fun reading as long as you do not do too much work with regard to the statistical reliability of the exercise in question.

Mr. Conway: It is the stuff of the Inquisition.

Hon. Miss Stephenson: It sounded like you, as a matter of fact. I thought you had participated in writing it. It contained equal hyperbole.

Mr. Allen: The gentlemen in question devote a whole chapter to the terrible impact, if I may put it this way, that the semi-democratization of

the university had in the 1960s and 1970s on the course of those institutions. They felt it was something we all should deprecate and move away from as quickly as possible.

I think quite the contrary. As a university professor, I have sat on senior administrative bodies on which students have been placed and I have found their contributions to be singularly helpful. There is simply no question that they provide a long-missing and now helpfully present student opinion, usually thoughtful, usually well worked out, not always complete but none the less very important for the considerations of those bodies.

12:20 p.m.

Every governing institution of the universities of the post-secondary system in Ontario should have regular, systematic, substantial and significant representation of faculty members and students on it.

That does not go just for the college boards. I think it also applies to the Council of Regents, from which I hope the minister will find a way to distance herself so that on future occasions she may find a more helpful posture with respect to a dispute between management and employees in the system. I think the fact that a ministry official was the spokesman for the council's negotiating team was a disastrous circumstance.

For example, during the course of the dispute when the council placed a major ad in Ontario newspapers with respect to the state of the dispute and we wanted to find out how much it cost, we called the council's offices. They told us not to ask them but to call the ministry. We called the colleges branch and just like that, they told us how much it cost. We were left with no illusion about the operational factor with respect to the dispute with the college teachers. I think it is an incredibly distressing situation that the ministry should be so hand-in-glove with the management side of the system.

I think in that respect the university structure is a much more adequate system, and whatever the government does, I would hope the minister will tell us in these estimates how she is leaning, what she is thinking and proposing to do. That must be changed. I do not think there is any question about that.

Mr. Vice-Chairman: Maybe in that Final deal, the feds should have taken an ad out.

Mr. Conway: Mr. Mulroney need be no better than his word and matters will all resolve themselves.

Mr. Vice-Chairman: Read the paper today.

Mr. Allen: Perhaps the minister can also give us an update with respect to the employment prospects of students graduating from the college system. Last spring, when we examined the employment rates as reported in the previous November's placement report, it became apparent that college of applied arts and technology graduates were finding jobs at a rate less than that which prevailed for their equivalent age group in the economy at large.

That was a very upsetting finding. It has to tell us something and I would like to know what on earth the minister makes of it, and where the statistics have gone for this year. I know those are not normally released fully and publicly until later, but I think the statistical data is probably at the ministry by now.

Hon. Miss Stephenson: No, they are only gathered in November. We do not have them.

Mr. Allen: You do not have them yet?

Hon. Miss Stephenson: They do it six months after graduation.

Mr. Allen: Well, we can look forward to those at another time. I just underline that fact as something that must be rather worrisome for us, as we consider the college system at this point in history.

In that light, I think it is of some concern to us that the Treasurer's policy statement reflects the sort of bias the past Treasurer also had with regard to post-secondary education, and that is to somehow see colleges as a much more significant generator of secure employment than universities. I think that tends to show in the relative funding that has gone to the two systems in recent years.

I hasten to say I do not begrudge the money that goes to the college system, because I think it is doing a very important and necessary job. However, I think there is a mistake in judgement on the part of the people who pull the economic levers, and the people the minister has to persuade to secure her resources for the system. I think that bias on the part of the current and past Treasurers, with respect to the college system, is not borne out in the statistical data as to the relative security and likelihood of securing employment on the part of university and college graduates.

I hope and expect that the minister will be taking a close look at the Statistics Canada reports which were in the paper the other day, concerning the likelihood of certain kinds of trades being in great demand over the next decade. The table I am looking at makes it quite plain that some are going to be in great demand,

and that many for which training is provided in the college system appear to be weakening in demand in a number of respects.

Of course, the balance of the system is always changing in the light of the recommendations of advisory committees. However, I was certainly struck by the fact that of the occupations likely to contribute most to employment growth from 1983 to 1992, secretaries, stenographers, bookkeepers and truck drivers headed the list with by far the largest numbers. It was a very striking observation.

I suspect that if one is looking at affirmative action programs and nontraditional occupations, to get women into truck driving is the obvious conclusion that could be drawn as to the most potent way of doing that.

Hon. Miss Stephenson: They are moving in that direction now.

Mr. Allen: That is fine with me. I think that is great. I was reading not long ago about the wife of a trucker in the Hamilton area. She had decided to get into trucking herself, and was doing even better than her husband had done at it.

It is obvious that there is a great capacity among the female population for moving into any of the occupations that men have tended to monopolize in the past.

With that, I think I want to terminate my remarks on the subject of colleges. I gather that we are breaking at 12:30. Are we, Mr. Chairman?

The Acting Chairman (Mr. Shymko): One o'clock.

Mr. Allen: Okay.

Mr. Conway: Just on that, I was quizzed on the subject, and said that—

Mr. Allen: Truck driving, or—

Mr. Conway: No. In fact, I was quizzed on my driving yesterday in Willowdale by a very vigorous representative of the licensing and control branch of the Ministry of Transportation and Communications. I may need assistance of whatever kind.

Hon. Miss Stephenson: Again?

Mr. Conway: Again. It is very bad, Minister. I just want to say that I am quite consensual on the termination of—

Hon. Miss Stephenson: I am going to lend you a bicycle.

Mr. Conway: I am going to need that, and more. She is very piercing in her questions.

The Acting Chairman: I was personally made aware that it is 1 p.m. and not 12:30. I was under the impression that—

Mr. Conway: The committee decides that, of course, and I just wanted to make sure the member for Hamilton West (Mr. Allen) was accommodated.

The Acting Chairman: The wishes of this committee will be respected. If there is agreement to complete the estimates today, Mr. Conway, we certainly can adjourn at 12:30.

Mr. Conway: I certainly intend to be reasonable on this. What I was hoping we might do is to let the member for Hamilton West finish, and perhaps allow the minister a pass over the introductory statements of her two friends in the opposition. Perhaps we could then break around 1 p.m., and pick it up after question period.

The Acting Chairman: Is that fine?

Mr. Allen: I have one more area I want to cover, and I do hope we will be through the estimates today. In fact, quite frankly, I will sit any length of time today to get them over with.

The minister will be aware by now of the comments of the Provincial Auditor with respect to the ministry's failure to avail itself of reserve places available through various federal funding programs for training programs sponsored through this province.

It is very important that the minister respond to this, because it is a very important question, and I think it is necessary for us to understand more clearly just why it has been impossible for us to take up those moneys.

12:30 p.m.

It was obviously a problem for the auditor. He observed that he had already called to the attention of the ministry, in the course of his 1979 report, its failure to avail itself of \$1,745,000 for the three-year period ending March 31, 1979.

At that time, the ministry said the problem was that its computers did not work very well or that it did not have a computer program or something. In any case, an improved computer program was being developed that was supposed to solve the problem.

However, the Provincial Auditor is back at it and he has discovered that for the two-year period ending March 31, 1984, the ministry failed to take up \$3.7 million. This time the ministry had another excuse, saying there were poor economic conditions and it was sometimes difficult for employers and apprentices to break a work period for a training session at the time scheduled by the ministry.

That may have begged a small question as to whether poor economic conditions were the reason or whether it was the inadequacy of the

ministry's apprenticeship and training programs, the arrangements it has with employers, the failure of employers to accommodate themselves to new circumstances, or the failure of the ministry to press employers with a grant levy system rather than the voluntary program that currently exists.

The final words on this from the deputy minister were that the apprenticeship program was essentially reactive to economic conditions. That is not good enough. To use current parlance, it is important in that area as in others for the ministry to be proactive and not reactive.

Hon. Miss Stephenson: That is a terrible word.

Mr. Allen: I know you do not like that kind of language.

Hon. Miss Stephenson: I do not like that word; find another one.

Mr. Allen: Whether you like it or not, it conveys—

Hon. Miss Stephenson: What does it mean? Do you know?

Mr. Allen: It means being positively active towards something rather than reacting against something.

Hon. Miss Stephenson: It is not a word. Where is it in the Shorter Oxford English Dictionary?

Mr. Allen: In the course of history, many words have come and gone.

Hon. Miss Stephenson: That one can go.

Mr. Allen: I will not bore you with a lot of examples, but they have come and gone. New times not only create new duties; they create new languages as well. Whether or not one likes the jarring impact of "proactive," it conveys a message. I hope the message is one that you hear because the problem is not just \$1.7 million and it is not just \$3.7 million.

In the course of the last two years, you have not taken up \$28.04 million that was available to you through various training programs. You have sacrificed a total of 11,314 training opportunities.

Let me give you the details. For the critical trades skills training program, 1982-83, the federal government budgeted \$36.2 million; you spent \$16.4 million, leaving \$10.7 million unspent.

Hon. Miss Stephenson: What year is that?

Mr. Allen: That is 1982-83.

In 1983-84, under the same critical trades skills training program, \$30 million was bud-

geted by the federal government that you could have accessed. You spent \$22.4 million, leaving \$7.6 million unspent.

Under the general industrial training program in 1982-83, there was budgeted through the federal government \$27.1 million accessible for your ministry. You spent \$19.7 million, leaving \$7.4 million unspent.

In 1983-84, the immediate past year, the budget that was accessible to you was \$27 million. You spent \$24.6 million, leaving \$2.34 million unspent.

When you total all those, you get \$28.04 million that was available to your ministry and unspent on training programs in Ontario. When one works it out according to the formula used for calculating the number of training spaces in relationship to that money, Ontario lost training opportunities to the extent of 11,314 over the course of the past two years.

Those statistics are derived from their original sources and are reliable.

Hon. Miss Stephenson: Which original source?

Mr. Allen: We derived them from the federal reports on those programs.

Hon. Miss Stephenson: The federal reports? Fine.

Mr. Allen: The federal reports on the programs as to how much was available to you.

Hon. Miss Stephenson: I am aware that some of those programs are the direct and total responsibility of the federal government, and we do not have much to do with them, as a matter of fact.

Mr. Allen: They are accessible to the provincial government and the moneys are there for its use.

Hon. Miss Stephenson: No. They are available to people in the province and to the institutions in the province. They are not managed by the government of Ontario; they are managed by the federal government.

Mr. Allen: You can come back to me later in your comments on that if you wish.

Hon. Miss Stephenson: I shall.

Mr. Allen: I would certainly like to get that clarified.

Hon. Miss Stephenson: Let us not confuse this.

Mr. Allen: In any case, in an area where you have a responsibility and an oversight, there is an area in this—

Hon. Miss Stephenson: If indeed we had missed all of that, do you not think the auditor would have picked it up? The only thing the auditor picked up was the agreement under the apprenticeship program, nothing more. You are suggesting that the auditor is missing his—

Mr. Allen: I am just putting to you some statistics that are obviously relevant for trades training in Ontario.

Hon. Miss Stephenson: They are not related to us.

Mr. Allen: Our understanding is that you have access to those moneys and can avail yourself of them. But if you want to show me otherwise, I am quite willing to listen.

Hon. Miss Stephenson: Okay.

Mr. Allen: Mr. Chairman, that ends the specific comments I wanted to make in response to the minister's opening statement. Anything else I have I will be raising in the course of exchanges with the minister later in our discussion.

The Acting Chairman (Mr. Shymko): Is that completed? If there is agreement, and I sense there is, we will adjourn until—

Hon. Miss Stephenson: No. I was going to respond.

The Acting Chairman: You would like to respond now until one o'clock?

Hon. Miss Stephenson: Yes. That is what I thought the members of the committee had agreed to.

Mr. Allen: Do you want to issue a quorum call or something?

Hon. Miss Stephenson: I think we had better. I was going to begin to respond to the suggestions of the member for Renfrew North, but I think perhaps I had better—

The Acting Chairman: Will you start with your response to the member for Hamilton West?

Hon. Miss Stephenson: I would think so. Yes.

Mr. Allen: I am sure the member for Renfrew North would like to hear the response to the last point because it was one he was concerned about.

Hon. Miss Stephenson: We may not get to that before one o'clock, as a matter of fact. Do you want us to go on after one o'clock?

Mr. Allen: I do not mind. I think it is preferable to respond before a whole committee. I think it is idiocy for you and me to sit here. We did not come here for a tête-à-tête; we came here

for a committee, and I do not think the minister and I constitute a committee.

The Acting Chairman: I tend to agree with you. I think the response to some of your concerns is of interest to all members of the committee, not just to you and the minister. That is a view I think most of us will share.

Since only one member of the committee in addition to the chairman is present, I suggest that we come back immediately after routine proceedings and continue then.

Hon. Miss Stephenson: Can we be sure that members will come back immediately?

The Acting Chairman: I cannot guarantee it, but we will make the effort.

Mr. Allen: I will not be driving from Hamilton on the Queen Elizabeth Way to get back to the meeting.

Hon. Miss Stephenson: Mr. Chairman, may I respond to just two things the member for Hamilton West said that I am not sure would be of great interest to all the committee?

I would remind him that the timing of the estimates is a result of discussions that take place among the House leaders, and I would like him to know that I was prepared to do our estimates last June. I was informed that the critics of both opposition parties were unprepared to do so.

Mr. Allen: Because we wanted to discuss the Bovey commission report. That is why we had hoped that even if the committee missed this fall, we would have it in our hands.

Hon. Miss Stephenson: Then the timing of the estimates is very much at your doorstep for this year, at the end of the year, unfortunately. I would have chosen a different time. I agree with you that some fuller period of time would be appropriate.

I would also simply like to remind you that the Council of Ontario Universities was not established as an advisory committee to the minister or the ministry. It is a voluntary organization of the universities.

Mr. Allen: I know that, but it sends you advice all the time.

Hon. Miss Stephenson: Frequently it is unsolicited, but there are times when I ask for it as well. When I ask for it, then obviously it will serve as an advisory committee, but I do not think COU—and I wonder if you would like to take the message back—is established as an advisory committee for the minister. I think that would be unacceptable to the membership of COU. They do not see themselves in that light.

Mr. Allen: I am aware of that.

Hon. Miss Stephenson: I have one comment. You suggested that it should be considered incredible that improved productivity might be a reasonable kind of activity within a post-secondary institution.

Mr. Allen: I did not. I said—

Hon. Miss Stephenson: Read Hansard, because that is exactly what it sounded like. You suggested that it might not be a desirable goal. I am worried about that and, therefore—

Mr. Allen: You check the record.

The Acting Chairman: Why do we not check the record between now and 3:15 p.m.?

Mr. Allen: I know what I said.

The Acting Chairman: Is that it, Minister?

Hon. Miss Stephenson: For the time being.

The Acting Chairman: We will adjourn until after routine proceedings.

Hon. Miss Stephenson: All right, thank you.

The committee recessed at 12:42 p.m.

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Shymko, Y. R.; Acting Chairman (High Park-Swansea PC)
Stephenson, Hon. B. M., Minister of Education and Minister of Colleges and Universities
 (York Mills PC)
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No. S-16

Hansard

Official Report of Debates

Legislative Assembly of Ontario

Standing Committee on Social Development
Estimates, Ministry of Colleges and Universities

Fourth Session, 32nd Parliament
Wednesday, December 12, 1984
Afternoon Sitting

Speaker: Honourable John M. Turner
Clerk: Roderick Lewis, QC

Published by the Legislative Assembly of Ontario
Editor of Debates: Peter Brannan



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Contents of the proceedings reported in this issue of Hansard appears at the back, together with an alphabetical list of the speakers taking part.

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LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

Wednesday, December 12, 1984

The committee resumed at 3:30 p.m. in room 151.

ESTIMATES, MINISTRY OF COLLEGES AND UNIVERSITIES (concluded)

Mr. Chairman: All right, I see a quorum. I understand that when you adjourned this morning or early afternoon, the minister was completing her responses to questions.

Hon. Miss Stephenson: Beginning.

Mr. Chairman: Oh, just beginning?

Mr. Conway: Mr. Chairman, I left to go to the washroom and was shanghaied by a press person. I hope that my friend from High Park-Swansea (Mr. Shymko), who was in the chair at the time, did not think I was being—

Hon. Miss Stephenson: He thought you had deserted us.

Mr. Conway: I can see how that impression might have been left, and I apologize for it.

Hon. Miss Stephenson: Mr. Conway asked what would specifically accrue from the new federal-provincial relationship. I am not sure I can give any specifics at this point, except to suggest to the members that one of the relatively happy features of the new relationship is, in fact, the willingness to sit down and talk in rational terms, without preconditions, about all the areas in which we have mutual interest.

It was a very interesting session on Monday. That was my second, as a matter of fact, in group with the Secretary of State. Certainly, the area of post-secondary education at the university level is going to be our primary focus with respect to those conversations.

With the Honourable Flora MacDonald there was a great openness to re-examine the critical components of the National Training Act in a co-operative and consultative mechanism, and a commitment that we would try to remove the entanglements which have occurred in many areas in the past, where we are duplicating effort.

I am relatively optimistic. I realize there are going to be shoals we will have to navigate around, and there are going to be difficulties. One does not begin a term in which one has a \$36-billion deficit with a free hand; there are certain limitations placed upon the government.

When one has to spend 25 cents out of every dollar on the servicing of the debt, it does not leave the government with a lot of flexibility, but there is certainly a greater degree of understanding, it seems to me.

Mr. Conway: If I may, Mr. Chairman, I will follow with a couple of supplementaries on that.

I was interested yesterday, because the matter did find itself at issue in the federal question period. The member of the opposition for Eglinton-Lawrence, Rev. Roland de Corneille, expressed a concern about what had been decided with regard to the question—

Hon. Miss Stephenson: He used to be one of my constituents, I hope you know.

Mr. Conway: No comment. I was struck by the—

Hon. Miss Stephenson: The Liberal Party.

Mr. Conway: I was struck by the fact that a couple of things came out of that exchange yesterday. This is, of course, a federal concern.

The member wanted to know what kind of assurance the Parliament of Canada had that funds were not getting diverted. In other words, what protection, if any, exists for the government of Canada to ensure that moneys specifically targeted for higher education are being applied to that policy objective, and not being diverted to build roads in New Brunswick, northern Ontario or whatever?

There are two things. One deals with that accountability question, because certainly the government of Canada has expressed a concern in recent years that that may be happening, that there may be a diversion of funds targeted for higher education to noneducation purposes.

I am not so concerned about your response to that, although that is a charge in which provincial governments are implicated. Perhaps, for the record, you might want to respond, to indicate whether you feel your ledger is clean on that subject.

Hon. Miss Stephenson: Absolutely, yes.

Mr. Conway: Then there is the question of accountability. The federal government feels it may need to exact greater accountability from provincial governments, which may be—

Hon. Miss Stephenson: But first it has to define what it means by accountability, and we

have been asking the question for four years: "What do you mean by accountability? What do we need to tell you that we are not already telling you?"

Mr. Conway: All right, and that is a good point with which to extrapolate the provincial situation, because you have raised in your legislation, Bill 42 of happy memory, and the Provincial Auditor, interestingly enough, in his most recent report and in earlier reports has raised, on an ongoing basis, a concern he has about the fuzziness that surrounds a lot of these transfer payments.

On Sunday morning on the Ottawa affiliate of Canadian Broadcasting Corp. television I heard the auditor dealing with that very question. He said as far as he is concerned that remains the number one worry he has as the protector of the public purse in Ontario—just exactly what happens, what kind of value for money is obtained for the taxpayer with these massive transfers from the centre to various constituencies, particularly in health, education and social welfare.

What do you think the notion of accountability and the concept of accountability should mean between yourself, as a provincial minister and a provincial department of education, and Ottawa, as the national government—

Hon. Miss Stephenson: I think it is the same at both levels.

Mr. Conway: —and the relationship and the concept of accountability as it exists, or should exist, between yourself and the agencies in higher education to whom you transfer almost \$2 billion? Be as specific as you can.

Hon. Miss Stephenson: I am not sure I can be as specific as you would like me to be. I have difficulty with what I perceive as the auditing profession's black-and-white proclivity to demand that there be a narrow and totally precise definition of the effectiveness of the money that is delivered, particularly with regard to educational institutions.

I would have great difficulty in determining what the criteria should be upon which the universities should deliver the information regarding the effectiveness of the expenditure. I have a suspicion, if we were to ask our colleague, that he might have equal difficulty. I do not really know.

I will tell you that, over the years, we have been working with the Institute of Chartered Accountants of Ontario and with the auditors to try to develop a reporting mechanism which provides for the kind of information which would

ensure that we know, at the provincial level, and that the federal people know—

Mr. Chairman: Ignore the bells.

Hon. Miss Stephenson: Is that a quorum? Is that the five-minute bell?

Mr. Chairman: We are all here, anyway.

Mr. Conway: I think it is for the vote on the emergency motion standing in the name of the member for Nickel Belt (Mr. Laughren).

Hon. Miss Stephenson: A reporting mechanism to ensure, at the federal level, that the dollars delivered are expended for the purposes for which they were delivered; that is, that the dollars which were delivered, if there are specific dollars delivered for post-secondary education by the federal government—and therein lies another problem since 1977—if there are federal dollars delivered precisely for that purpose, it is demonstrated that they are delivered for the purposes of post-secondary education.

The provincial governments would also want to ensure that the objectives of the post-secondary educational system, the universities, are being met by the delivery of those dollars and that the dollars are being expended in meeting the criteria established for those goals and objectives.

Mr. Conway: My problem is that, if I were a university or a college administrator sitting out there in north Toronto or in east Ottawa, I would be pretty aware, I think, that accountability is becoming quite a buzzword all around me. I would hear that response and I would think, "All right, that is the beginning and that is the broad outline, but, in the words of the late member for Sarnia, 'Help me to understand the particular application of that.'"

As a university president or administrator, I might ask: "What am I supposed to be doing that I am not now doing to satisfy these federal and provincial politicians about my accountability for their money, since the impression is being created that I am somehow not doing what I am supposed to be doing? What are the benchmarks, what are some of the criteria, what are some of the signposts that help me straighten my path, assuming I am wayward?"

3:40 p.m.

Hon. Miss Stephenson: The criteria are that the money being delivered is being directed towards student education, which should be relatively easily defined; towards the support of research; towards the advancement of knowledge, which is obviously directly related to the

support of research; and towards community activity.

Those are the criteria that were established in this province and jointly approved regarding the objectives and goals of universities within the province. Funds are delivered for that purpose. If the provincial government has that kind of assurance from the institutions, it would seem to me appropriate for the federal government.

I do not know whether that is so, because in the past I have presented those as the foundation upon which that reportage could occur. At this point, I have not had any response from successive secretaries of state about whether that met their definition of accountability.

Mr. Conway: Let us step back one pace. In the great debate over Bill 42, a bill of happy memory—

Hon. Miss Stephenson: It has scarcely been a great debate. It has all been one-sided. You are the only one who has talked so far.

Mr. Conway: That is not true.

Hon. Miss Stephenson: You have been doing it now for about six months, so I think to suggest it is a debate—it is a monologue, as a matter of fact.

Mr. Conway: I cannot believe that is so, but I must check the record. You will recall, Minister—

Hon. Miss Stephenson: At least you did not read the telephone book last time, which was great.

Mr. Sweeney: He threatened to do it.

Hon. Miss Stephenson: I know.

Mr. Conway: There are lots of things I could read but I would not because I do not want to embarrass the government coalition. One thing I recall from that debate is the very clear sense you created about your need to know things that you, at the time, did not. There was a fair degree of concern in the university community about, "What does she really mean?"

Hon. Miss Stephenson: That is what I said to you. We have been working with the Institute of Chartered Accountants of Ontario, and particularly those who relate directly to the university system, to try to develop a mechanism for reporting information. What we have now is very general and very late.

Mr. Conway: How long have you been working, with among others—

Hon. Miss Stephenson: I think it has been about eight years and there has been a great lack of unanimity.

Mr. Conway: If I asked you today, to produce—

Hon. Miss Stephenson: A document? I could not do it.

Mr. Conway: No, to produce and show progress.

Hon. Miss Stephenson: I could not do it.

Mr. Conway: You could not.

Hon. Miss Stephenson: No, not at this point. It is most certainly one of the items very much in our minds with respect to Bill 42. We intended that, with its passage, that would be completed because we would obviously have a specific mandate to ensure it was done appropriately. In the past we have tried to do it on the basis of consensus with the universities and I still think it is necessary. Professor Allen is shaking his head.

None the less, there is some concern expressed by the auditors and others that we do not provide enough information. My concern is that, unless we pass on what I believe is possible to provide, we are going to be asked to provide what I think we cannot.

You heard the Provincial Auditor state his concern rather clearly. He thinks we should be able to define the effectiveness of what we are doing through the audited statement. I am not certain. Twenty years after the fact we might, but I am not sure he meant it that way.

Mr. Sweeney: Do you not see a striking parallel, though, in what my colleague was saying about what was requested by the federal government from you and what you are, in turn, requesting from the universities?

Hon. Miss Stephenson: That is exactly what I am saying. We provide the federal government with everything that is given to us.

Mr. Sweeney: "What else do you want from us?"

Hon. Miss Stephenson: That is right. Exactly.

Mr. Sweeney: It is precisely the case with the universities.

Hon. Miss Stephenson: Yes, and I am trying to find out what we can ask of the universities which would be appropriate; what we would be able to provide in concert with them. We have not reached a unanimous position.

Mr. Allen: Just on that point, can you tell us where and what the stumbling block is in terms of discovering that system or method of reportage? Is it that your accounting specialists have not been able to devise a system?

Hon. Miss Stephenson: They are not my accounting specialists.

Mr. Allen: Whoever your consultants are.

Hon. Miss Stephenson: They are the universities' accounting specialists.

Mr. Allen: Is it another order of difficulty you are having? Obviously it is not the lack of Bill 42, because you would not be able to request the information you are gathering at present.

Let me phrase that another way. Your assertion to us in the midst of the hearings on Bill 42—which I think the auditor told us was quite wrong—was that you did not have full access to information and, therefore, you needed legislation to provide it. The fact of the matter was that you did have one or two university acts where you did not have it, but that could obviously be changed by amending those acts.

Hon. Miss Stephenson: We would have to amend all the acts because you would need access to an audited financial statement. That does not necessarily mean that we get all the details we might—

Mr. Allen: We were told in those hearings the acts indicated you could have any information you wished.

Hon. Miss Stephenson: You heard that from the universities.

Mr. Allen: No, that was from the auditor.

Hon. Miss Stephenson: I will reread the auditor's statement because that is not what the auditor said in my hearing in this room during the hearings on that bill.

Mr. Allen: I think you should go back and read that, because he did say it.

Hon. Miss Stephenson: I do not think so.

Mr. Allen: You do not need special legislation.

Mr. Conway: My memory is that the auditor and the universities left us with the clear impression you were not being denied anything you had requested. I certainly recall it being that. Let me quickly terminate this because I do not want to spend too much time on it.

There is a difficulty because the universities are as concerned as you are about the accountability question. Maybe there is a private agenda about which I do not know, but they say: "We think we have complied with the minister's request. If there is additional information we are not providing, let it be so indicated and to the best of our ability we will try to provide it."

I cannot seem to locate a body of financial data that has been denied you. However, let us go one step beyond that. You know the quarrel we have had over Bill 42 and the basic difference of

opinion that exists between us on how far you should be able to go in the absence of clear evidence that there is difficulty. I think both you and the auditor have a very legitimate claim to accountability for the expenditure of public funds.

That is why I go back to one case study we had, and that is Algonquin. I do not like to make too much of this except to say that I am not at all sure Algonquin does not make your own case for you in terms of Bill 42. In a funny way I think it makes my case as well.

I am quite prepared to say that conditions might exist or develop where, for whatever problem or difficulty, an intervention might have to be made. I quite accept that might be a possibility. These are public dollars by the millions and we, as taxpayers, have a right to know where they come to rest.

In the face of mounting evidence that something is wrong at an institution, for whatever reason, we as a Legislature try to find out whether they are just mischievous tales from a back concession road, the mindless machinations of an opposition politician. We try to clear the air and establish the facts. In those cases I do not know of a better instrument than the Provincial Auditor. You have a credibility problem on this whole question of accountability as to how much difficulty there is to get agreement from the minister and the government at least to dispatch someone such as the auditor to investigate.

I remind you what it finally took to allow the auditor to investigate the Algonquin question. It took the second claim of criminal activity and a charge of criminal activity, which as it happened unfortunately was substantiated in the courts of the province in the late spring of 1984. I well remember Harry Fisher, a fine gentleman with whom I had a good relationship, coming in that day in utter exasperation saying: "We have had enough. Go and find out what the hell is going on."

Hon. Miss Stephenson: We had already asked the auditor the week before.

3:50 p.m.

Mr. Conway: Perhaps it was the week before and we did not know about it. I was privy to those discussions and I remember how much difficulty we had getting to a lot of smoke a fire truck that unfortunately discovered some fire. That is the difficulty you have to be careful of as minister—

Hon. Miss Stephenson: There is a divergence of analogy, if I may say so. In this instance the advice which was sought and which was taken for a period of time—and which is still being

taken—was advice from the advisory council regarding the college system. It was felt very strongly that the capability of the board should be exercised as much as possible and that we would take precautionary steps to ensure that the board was strengthened to do that before the Provincial Auditor was sent in.

You will recall that the recommendations regarding the provisions of Bill 42 are recommendations of the advisory committee on university affairs. That is the group that is telling us this is the way we must go.

Mr. Conway: I remember Burton Matthews's testimony on that question and I was not very satisfied, though a distinguished gentleman he is.

Hon. Miss Stephenson: It is still the advice of OCUA—they have not changed their minds.

Mr. Conway: I want to be clear. I think on the accountability question you have to set out clearly and publicly exactly what it is you want that you do not have now. You must say which means and mechanisms you prefer to exact that kind of accountability.

Hon. Miss Stephenson: We have that and we have the capability of extracting that—without question in the college system; we must do it in the university system by consensus, agreement and collegiality.

Mr. Conway: A lot of us in opposition and in the university community still do not understand what it is you have not been given or what particular—

Hon. Miss Stephenson: It is not what we have not been given. It is a fact that the universities at this point, because they are not required to give detailed and reasonably analysed reports, do not produce figures of that sort.

Mr. Conway: You spent six or eight years negotiating—

Hon. Miss Stephenson: All their acts say we have to receive an audited financial statement and that is the problem. It seems to me an audited financial statement simply does not provide the kind of detail that accountability at the federal level might extract.

Mr. Allen: That is what we were read to about in those hearings and we were told—

Hon. Miss Stephenson: That is what the acts say.

Mr. Allen: No, it simply is not.

Hon. Miss Stephenson: The acts of incorporation require the universities to provide audited financial statements to the ministry at the request of the minister; that is what they provide.

Mr. Conway: All right; but in our view, beyond that there is the possibility, given goodwill on all sides, to get whatever else it is you require and do not now have.

Hon. Miss Stephenson: But surely it would be rational to determine what the federal government finds necessary in terms of accountability for federal response or investigation. Then we could incorporate that into whatever it is we are going to request of the universities. Would that not be sensible?

Mr. Chairman: Could I interrupt right here? Apparently we are required upstairs to vote right now. We will adjourn the meeting—for about five minutes, I hope.

The committee recessed at 3:52 p.m.

3:55 p.m.

Mr. Conway: I keep coming back to being in the position of a university administrator, with all these people saying, "Accountability," "Accountability," and somehow these free-spenders at universities are not really giving a clear indication to the taxpayer of what is going on.

What advice do you have for Walter McLean, who I remember marrying good friends of mine in a Presbyterian church in Waterloo 10 years ago? You have come a long way, Walter; he has come much farther than I in that intervening decade. What advice would you have for the new Secretary of State of Canada, given your experience both with the federal government and the client institutions?

Hon. Miss Stephenson: It would be precisely the advice regarding the matching of the goals with the funding of universities within Canada.

Mr. Conway: That is like the Delphic oracle.

Hon. Miss Stephenson: It may be like the Delphic oracle, but detailed financial information is very useful. It can be analysed appropriately, it seems to me. It also seems to me if one can demonstrate all of the funds are being delivered in support of those principles then one has achieved accountability.

Mr. Conway: You will accept the same from universities in the province where you are concerned. Would that apply then?

Hon. Miss Stephenson: I cannot tell you what the auditing or the accounting headings need to be to do that, because I am not an auditor or an accountant, but that is the kind of principle I think we should be pursuing.

Mr. Conway: I think the universities will be very pleased to hear you say that if a clear set of principles is enumerated, and as long as the

universities can show by dint of their performance and their auditor's statement the moneys they receive are going to meet these policy objectives—I think there will be a lot of university administrators in the province who will be quite satisfied and quite confident they can meet those kinds of considerations, if that is what you want.

Hon. Miss Stephenson: I am sure we are going to get some reasonably good advice from the Bovey commission as well, since two of the things they had been asked to address are the method of distribution and the means of ensuring accountability. I anticipate they would have addressed these.

Mr. Conway: We have a little turn in the highway here, I see. Now we are getting closer.

Hon. Miss Stephenson: The general principles, I believe, are those which I have articulated for you. I do not know in a detailed manner the way in which it will be done. I do not have that kind of expertise.

Mr. Conway: But you can appreciate—and you are being helpful and very candid—given that difficulty you have just identified on your own behalf—

Hon. Miss Stephenson: I cannot appreciate why it is so bloody difficult for the accountants of the universities to come together to demonstrate there are ways in which they could report in common to the ministry to provide the information which is necessary to determine accountability. That has been the problem.

Mr. Conway: Not exclusively, as I understand your earlier comments. The federal government has been having difficulties—

Hon. Miss Stephenson: This was before the federal government ever started, as a matter of fact.

Mr. Conway: The federal government has been having difficulties with universities. They are not the only—

Hon. Miss Stephenson: Oh, no.

Mr. Conway: We will come back to this later. Again on this question, I am very anxious and very willing to provide you in these matters with a very good pair of legislative spectacles. I want to make sure that your vision in tracking these dollars is 20-20. What I will not give you is a pair of spectacles and a great big club, which I think is what some people in the ministry want. I think they want a club more than a pair of spectacles.

Hon. Miss Stephenson: No. In defence of the ministry, the impetus for the request of the form of that legislation was from the Ontario Council

on University Affairs; it was not from the ministry. It was developed in that format because of OCUA's determination that it had to be done that way. I do take advice from OCUA, as you know very well.

Mr. Conway: I know you do and I appreciate that. I remember well Burton Matthews coming in—I am sure Dr. Allen remembers as well—and the import of that exchange was basically, "The minister said she wanted lemonade and gave us a crate of lemons." Is it any great surprise that OCUA made the lemonade? However, I think it was pretty clear from Dr. Matthews's examination—

4 p.m.

Hon. Miss Stephenson: I recall very clearly what was said because I recall what my request was to OCUA. The request was: is it necessary to introduce something in a legislative format to achieve this or can we do it as some other jurisdictions have? Is there a possibility that we do not need this kind of leverage to achieve what is necessary to ensure that these institutions, like other publicly funded institutions, do not have the opportunity to run themselves into bankruptcy?

Mr. Conway: Of course, I do not have that memory—

Hon. Miss Stephenson: I will deliver the letter to you, if you like.

Mr. Conway: I do not know about the letter. I am thinking particularly about the testimony offered by the then chairman of OCUA and the president of the university as well.

Hon. Miss Stephenson: I will give you the letter which referred the question to OCUA.

Mr. Conway: I had the very distinct impression that, in this matter, OCUA was very much a dutiful acolyte. At any rate, I feel we are becoming too emotive.

Hon. Miss Stephenson: I fear we are concentrating too much on one aspect, yes.

Mr. Allen: Mr. Chairman, I think we do not want—

Mr. Conway: That is, of course, what estimates are supposed to be in some respects.

Hon. Miss Stephenson: Could we do this in a debate of Bill 42 before the House rises, in that light?

Mr. Conway: I do not think we can. A final point on the new federal—

Mr. Allen: You tried and somebody got it off the Orders and Notices for you.

Hon. Miss Stephenson: I did not take it off the Orders and Notices.

Mr. Allen: It was on the list of priorities one week, in the course of the session, then disappeared again.

Mr. Conway: On the matter of the new federal-provincial happiness, did Mr. McLean elaborate on the comments made by the new federal Minister of Finance, Michael Wilson, in his mini-budget of November 9?

Hon. Miss Stephenson: Not in detail, no.

Mr. Conway: He had nothing to say about the statement by Mr. Wilson that it was probable that federal transfers for such things as higher education, health and the Canada assistance program would have to slow down? The deficit was such that the government of Canada could not continue its past generosity. Did you raise that question at Mr. Wilson's mini-budget?

Hon. Miss Stephenson: The question was raised whether the direction to be taken in post-secondary funding was the direction that seemed to be pursued by the previous Liberal government or whether it was a new direction. It was asked whether alternatives should be proposed and whether the 1977 principles for established programs financing would continue to be supported or whether we were going to be subjected to the traditional kind of unilateral redirection which we suffered at the hands of the previous government.

Mr. Conway: You sound like an Ontario school board or a municipality.

Hon. Miss Stephenson: I suggested very strongly it was time we knew the answers to these questions rather than being left in limbo.

Mr. Conway: And the answers?

Hon. Miss Stephenson: The answers were not entirely clear.

Mr. Conway: In what way were they not entirely clear?

Hon. Miss Stephenson: They were not entirely clear.

Mr. Conway: In what particular way were they not entirely clear?

Hon. Miss Stephenson: I have no knowledge of the answer which will clarify it for you—

Mr. Conway: On what basis can you say the answer was not entirely clear?

Hon. Miss Stephenson: —until I have a response, which I gather will be in written form, from the Secretary of State.

Mr. Conway: Given that answer, how can you tell the committee and the interested community that the response of the Secretary of State for Canada on this critical and timely question was not entirely clear?

Hon. Miss Stephenson: It was not entirely clear because there has yet been no determination, I gather, whether they are going to pursue the former Liberal government option or whether they are going to pursue the 1977 agreement.

Mr. Conway: What did Mr. McLean offer as his thoughts about what Mr. Wilson meant when he said on November 9 that the rate of transfers would have to slow down?

Hon. Miss Stephenson: I did not ask him that question. My concern was with the basic principle of established programs financing.

Mr. Conway: Did you raise the question with Mr. Wilson yourself as to what you thought?

Hon. Miss Stephenson: I have not seen Mr. Wilson.

Mr. Conway: Are you going to be raising it with Mr. Wilson?

Hon. Miss Stephenson: I have not had an opportunity to talk to Mr. Wilson.

Mr. Conway: Will you seek out an opportunity to see Mr. Wilson?

Hon. Miss Stephenson: I can certainly ask the Treasurer of Ontario (Mr. Grossman) to communicate with Mr. Wilson, which is the route which is pursued in this government.

Mr. Robinson: Mr. Chairman, on a point of order: I would just like to know who has the floor.

Mr. Chairman: They both have.

Mr. Robinson: That is how it seems now. I do not want to be unnecessarily strident, but I think I have learned more hearing from one or other in turn and not sort of—

Mr. Chairman: I would suggest probably that—

Mr. Conway: It is called a kind of thrust.

Mr. Chairman: —rather than too much advocacy, rather than cross-examination, ask a question and accept the answer.

Mr. Conway: I want to make it very clear to the minister that the higher-education community in Ontario now is—

Mr. Robinson: Mr. Conway, let you and me have a dialogue.

Mr. Conway: I want to make it clear to the minister that the higher-education community in Ontario is very concerned at present about what

Mr. Michael Wilson meant when on November 9 he said the government of Canada cannot continue its past generosity in transfers to the provinces in matters of higher education, health and cost-shared welfare programs or the Canada assistance program.

Given your repeated statements over the years I have known you as minister of all education in Ontario about the truculence, the niggardliness, the—

Hon. Miss Stephenson: Baseheartedness.

Mr. Conway:—baseheartedness of the federal government, I am struck by the fact that, in your statement today, you praise the new happiness in federal-provincial relations, notwithstanding the public record that the Minister of Finance for Canada has said, within the month, that the past generosity of the government of Canada cannot be maintained in these transfers to the provinces for higher education.

Hon. Miss Stephenson: I suppose one of the questions I would have to ask is whether he was referring to the generosity that occurred between 1977 and 1979 or whether he was referring to the last three years, in which there has been a very significant freeze or limitation upon the transfers for post-secondary education which has been overcome by this province.

I remind the honourable member that in this government the communications that take place between ministers of finance about these subjects are shared with those of us who have concern about it. When that communication has taken place, in a manner that provides us with answers, I will be delighted to share it with you.

Mr. Conway: But 48 hours ago you, the minister of all education in Ontario, met the Secretary of State of Canada. Now you tell me that you came away from your meeting without any specific knowledge—

Hon. Miss Stephenson: I am sorry, but I was forced to leave early to come to question period in this House and then to come here for estimates in the afternoon. The meeting was going on when I left. I do not know whether the subject was broached. That subject was raised after lunch on Monday, and my question to the Secretary of State is just as I have said to you, "What will be the basis of the established programs financing in the future?"

I told you I did not get a totally clear answer at that point, because it was, I understood, not yet determined whether it was going to be on the 1977 foundation or whether there was going to be the division that was being pursued by the former

government. I cannot tell you what happened after that, because I was not there.

Mr. Conway: Let me say in conclusion that the concern my colleagues and I have in this matter is about who is protecting Ontario's interest in this new scheme of things. I hope and I want to know within the very near future—you are a minister and you know how the prebudget world operates. Mr. Wilson made his intentions very clear in his November 9 statement. The first full-fledged budget of the new government of Canada is expected some time in late April.

Hon. Miss Stephenson: And the ministers of finance are meeting in January.

Mr. Conway: We are now getting into the critical prebudget decision-making stage. I would like to think that the minister of all education in Ontario, having such strong views on the matter of the federal government's role in higher education, would have a very carefully worked-out agenda of how she is going to extract from the new government of Canada, with which there is such a happy and positive relationship, a commitment to maintaining a very high level of federal support, which is not evidenced in Mr. Michael Wilson's November 9 statement. Perhaps before the estimates—

Hon. Miss Stephenson: I think you may be misinterpreting his statement, but that is your interpretation.

Mr. Conway: I would be much happier if you could tell me today what you know, what efforts you have made, to have us better understand exactly what he meant when he said what he did on November 9. You tell me Mr. McLean was imprecise. He was not entirely clear.

Hon. Miss Stephenson: He was imprecise about the question I asked, which was not the question you put to me regarding Mr. Wilson's statement. Whether that question was asked after I left, I cannot tell you because I was not there. I will try to find out whether it was asked or whether he said anything about it.

Mr. Conway: Those of us who are encouraged to believe, as we are all encouraged to believe, from your statement this morning, that there is a new happiness in federal-provincial relations, will look—

Hon. Miss Stephenson: There is a new openness of discussion. Anything would be better than what we had before.

Mr. Sweeney: Wait till you see the bill.

Mr. Conway: We are looking very carefully at this as a first test.

Hon. Miss Stephenson: At least there will not be a \$36-billion deficit.

Mr. Conway: I worry how much of that deficit reduction is going to come on the backs of higher educational institutions in Ontario. That is surely our question.

Hon. Miss Stephenson: It probably is going to come on the backs of all of us, because we are all going to have to pay more income tax.

Mr. Conway: My final point on this is that we are going to look very carefully at this policy question, just to see how great is the intensity of the sunshine of this new federal-provincial happiness. It may be that I am being too cynical in my interpretation—

Hon. Miss Stephenson: You are indeed.

4:10 p.m.

Mr. Conway: —but it will not be long before we know who is closer to the truth on the question.

Hon. Miss Stephenson: It will not be like fairies in the garden. There is no doubt about that. One cannot have fairies in the garden when the preceding rainmakers have ensured there will be a deluge for months to come after their departure. None the less, there is an openness about discussion. There is a willingness to listen about which I am optimistic. That is a great improvement and I am delighted it is so.

Mr. Conway: As they say in school, your first test will be at or near the end of April 1985, and we will adjourn the matter until that time.

Mr. Sweeney: The minister has had an opportunity to see how the pre-1977 formula and the post-1977 formula worked. I expect somewhere along the way that may be re-examined for 1985, or some variation of it. What would be your preference and why?

Hon. Miss Stephenson: I suppose the arguments would be precisely those used by all grantors and all receivers. All receivers would like to have block granting so their priorities can be established appropriately and pursued in the way they, as the administrators of whatever function, feel is most appropriate.

All grantors feel strongly they want to be absolutely convinced that what they are granting is going to bring some visibility to them and some accountability of the way in which the expenditures are made.

In this circumstance, the 1977 agreement was probably a very rational, logical and laudable way in which to deliver funds in support of health and post-secondary education for a country as

diverse and as broad as Canada. It provided the opportunity, with no strings attached, for individual provinces to determine the ways in which they were going to expend the tax points that were transferred and the additional funds.

That is probably the 20th-century position most likely to be acceptable to most of the recipients. I do not know whether it is going to be the position of the grantor, but it is one of the arguments I hear daily from all kinds of interest groups regarding elementary and secondary education, which believe the provincial government should be delivering, not block grants and not global funding to school boards, but directed funding for this, this, this and this.

The argument I hear from school boards, universities and other institutions is: "You should deliver it in a block. We know what it is we have to do and we are the best judges of the way in which to divide it."

Mr. Conway: That is when they are not talking about the Edmonton commitment.

Hon. Miss Stephenson: It is only you who talks about that. I have not heard the words from anyone outside the Legislature for five years.

Mr. Sweeney: Are you not concerned that there is not a fixed percentage cost, which there was prior to 1977? It was roughly 50-50. That leaves the federal Minister of Finance or whoever is calling the shots with respect to your funding wide open to deliver whatever block he wants. Block funding is very effective; I agree with you.

Hon. Miss Stephenson: As long as there is a reasonable formula attached to it.

Mr. Sweeney: That is the problem and that is really what our concern is; what kind of formula are they going to pass on?

Hon. Miss Stephenson: It seems to me the 1977 formula was fairly reasonable, but the point is it is probably going to have to be renegotiated at this point. I would like to know what we are doing. That is why I asked the question.

Are we going to renegotiate it? Is it going to be a matter of discussion in the next period of time? We know it is not going to happen for the 1985 fiscal year; at least I do not think it is going to happen.

Mr. Sweeney: That formula was renegotiated at least in part five years after 1977.

Hon. Miss Stephenson: No, dear heart; it was unilaterally changed by the federal government five years after 1977. There was no negotiation about it. In 1982 Allan MacEachen changed it.

Mr. Sweeney: What changes do you want to see?

Mr. Conway: I bet you did not call him "dear heart."

Hon. Miss Stephenson: Allan MacEachen? Unhappily, I did. I am not sure he appreciated it.

Mr. Sweeney: Are you suggesting at this point that, if we were to go back to the 1977 formula, you would be satisfied?

Hon. Miss Stephenson: No, I am not suggesting that, Mr. Sweeney.

Mr. Sweeney: That is why I am trying to get you to—

Hon. Miss Stephenson: You asked me what I thought would be more satisfactory. I honestly do not know at this point.

If you look at the 1977 formula, in the light of all the economic changes that occurred within the country, you get a different picture from that which you would have perceived had there been no such economic changes. Therefore, one has to look at ways in which this delivery can be made, in spite of changes in economic upturn or downturn, which ensure that there is a more appropriate distribution.

Mr. Sweeney: Then you are getting into the very argument that provincial ministers of finance have given, that they cannot make that kind of long-term commitment over a five-year period because they do not know what their own sources of income are going to be.

Do you honestly expect the federal government to do more than that? If so, on what basis will they do it?

Hon. Miss Stephenson: I do not know the basis on which they are going to do it. That will be a matter of further discussion with the Secretary of State, there is no doubt about that.

Mr. Sweeney: But at this point, in response to my—

Hon. Miss Stephenson: At this point, I do not have a fixed view of what should happen. It will be very much coloured and tailored by the examination we make of the effects of the various kinds of funding mechanisms which have been in place.

Mr. Sweeney: All right. If we take Mr. Wilson's words literally—and I am not sure that he—

Hon. Miss Stephenson: I am not about to take them literally. That is a hypothetical question and I am not going to answer it.

Mr. Sweeney: It is pretty straightforward. If, in fact, he is saying that we cannot continue at the rate of funding that has been given in the past—

Hon. Miss Stephenson: What past? I do not know.

Mr. Sweeney: The most immediate past, because he is obviously referring to the last four years.

Hon. Miss Stephenson: Do you know that? I do not know that, and neither do you.

Mr. Sweeney: It seems reasonable that a current government, which was the opposition of the immediate past, would be referring to that immediate past. Surely that is what we have to—

Hon. Miss Stephenson: When a government has been in place for almost 20 years, there is a lot of past to be past. It would seem to me that you can look at any one of a number of things. However, I do not know, and therefore I am not prepared to respond, because I do believe it is a hypothetical question. I cannot answer it on that basis.

Mr. Sweeney: If you are not going to know that information, then—

Hon. Miss Stephenson: Not today, I do not know it.

Mr. Sweeney: Well, we are talking next April.

Hon. Miss Stephenson: January—no, I am not talking next April.

The ministers of finance are going to be meeting, it is my understanding, in January. This is going to be one of the major items on their agenda.

That provides the opportunity for a good deal of discussion in this province beforehand, and at other levels beforehand, in order to ensure that the input of those responsible for post-secondary education and for health is a part of the background for the minister of finance or the Treasurer.

Mr. Conway: On that point, if I may, you know that the minister of finance for Ontario is going to be a very busy and distracted man in January, for a very good reason. I do not say that in a critical way.

Hon. Miss Stephenson: That does not absolve him of his responsibilities to—

Mr. Conway: No, but it might detract from the vigour with which he—

Hon. Miss Stephenson: I do not think so.

Mr. Conway: I think he—

Hon. Miss Stephenson: I do not think so.

Mr. Chairman: He would welcome the exposure, I am sure.

Mr. Conway: I just want to make the point that Ontario's interests must be protected in this new scheme of things, and I would hope that the minister would never shirk—

Hon. Miss Stephenson: I think you can count on that.

Mr. Conway: This minister has never shirked a leadership role in the past—at least, by her own definition—and I see a void in these very important policy matters that might be filled by her not-inconsiderable presence. I hope she does not maintain the rather shy disposition about discovering federal intentions that seems evident here this afternoon.

I find it incredible that, at this point, she has not undertaken her usual presurgery examination of these questions to determine exactly what the state of the patient is.

Hon. Miss Stephenson: It is really very interesting that the honourable member would suggest that. I have been in this Legislature, and nowhere else, for the last three days, particularly as a result of certain activities for which you were responsible, at a time when it was just possible that I might have found out that information.

Mr. Conway: Exactly, and I was—

Hon. Miss Stephenson: So let us not—

Mr. Conway: I am talking about the events of the last month. There are lots of Tory kaffeeklatsches in Toronto on the weekend, to discuss a variety of matters, and I am sure—

Hon. Miss Stephenson: I am sorry, I do not attend kaffeeklatsches.

Mr. Conway: I am sure that you and Michael Wilson have crossed paths in the last month.

Hon. Miss Stephenson: I am sorry. I have not seen Michael Wilson since he was elected.

4:20 p.m.

Mr. Conway: I am prepared to offer—I will buy a lunch for both of you, and stay out of it, if you will agree to get together in the near future to discuss exactly what the Minister of Finance intends for post-secondary educational finance in this province in the next year.

Hon. Miss Stephenson: That will be determined.

Mr. Chairman: It will be done at the next federal-provincial conference.

Mr. Conway: Where the Treasurer of Ontario may be on the verge of becoming Premier and distracted with the delegate count.

Mr. Chairman: He will not be distracted. I would think he will be taking advantage of that and be in great form.

Mr. Conway: However, a reasonable citizen in Ontario might conclude that the very competitive Treasurer, on the eve of a convention to choose the next Premier of Ontario, might not be principally concerned with intergovernmental questions in the field of higher education.

That is my concern. At this critical juncture in January, who will be protecting higher educational interests for the province?

Hon. Miss Stephenson: May I assure you they will be protected. I give you my word.

Mr. Conway: You are an honourable lady.

Mr. Chairman: The next question.

Hon. Miss Stephenson: The honourable member wanted an accounting of all Board of Industrial Leadership and Development and other capital grants to universities for the past three years. As a matter of fact, I have it here for four years.

I think the factor distressing him was that included in the estimates book was a \$25.5-million amount that included the specific one-time grant of \$12 million for undergraduate teaching equipment and library book acquisitions. That was a capital grant in 1982-83.

Mr. Conway: Will you copy that and circulate it?

Hon. Miss Stephenson: You may have it.

Mr. Conway: Perhaps the clerk could copy it and circulate it to all members.

Hon. Miss Stephenson: All right.

Mr. Conway: My point on that was what we see in one place. Since BILD, there has been a diversion of traditional funds into new areas and I just want to—

Hon. Miss Stephenson: The regular capital allocation for 1981-82 was \$13.5 million; the health sciences, \$8,774,000, and the Ministry of Energy \$515,000, for a total of \$22,789,000.

In 1982-83 the regular capital was \$8.17 million; BILD was \$16.1 million; health sciences, \$5.1 million; the Ministry of Energy, \$250,000; for a total of \$29.62 million.

In 1983-84—that was the year in which the \$12 million was provided—regular capital was \$12.2 million; BILD, \$7,439,000; health sciences, \$5.1 million; Ministry of Energy, \$1,043,000; for a total of \$25,782,000.

For 1984-85, regular is \$10.5 million; BILD, \$14,861,000; health sciences, \$10,019,000; for a total of \$35.38 million.

Mr. Conway: Just a quick point. I say this to the staff. Perhaps it would be useful in another year—it is very difficult. This is a much more

helpful document than we used to get, but on items like this, it becomes very important.

The data provided are clearly incomplete. Since we are now getting very active with nontraditional funds like BILD, I would suggest that kind of data should be included, because you cannot easily understand or relate to what we have been seeing.

Hon. Miss Stephenson: It is a useful suggestion.

Mr. Conway: I really think that should be done.

Just one quick supplementary. Does the minister have any difficulty in policy-making with the kind of diversion that is occurring with BILD?

Prior to 1981, this funding would have been channelled in almost all cases through the department of university affairs. Now you have a board on which you sit but of which you are not master—or at least, not always; I cannot imagine you would not be. Does that make it more difficult? Some people in the receiving community tell me it is. I can certainly imagine it might be from their point of view, trying to understand who has what and where the ultimate cash register is since BILD has developed.

Hon. Miss Stephenson: No. It has provided an additional opportunity for exploring possible allocations we might not have had the possibility of even achieving before, which has been helpful.

Mr. Conway: Given that, what do you say to the Ontario Council on University Affairs, which again, in its most recent report, raises a very serious concern about the state of the physical plant of Ontario universities? It raises the possibility for reasonable readers of the report to believe the state of capital plant is having a negative impact on some of the input that could affect the quality of education in our higher educational institutions.

Hon. Miss Stephenson: It seems to me their concern has been primarily related to the quality of capital maintenance of the buildings, which is a matter of concern to me as well. That is a position we have made very clear to the Treasurer and to Management Board. It seems to me we need to match the regular contribution to maintenance from the private sector for most of the buildings. That has been our position and will continue to be. We really do need more in the regular capital program in order to maintain the buildings as they should be maintained. We will continue to make that pitch.

Mr. Conway: Is there any reason for universities to believe that the long drought is near a temporary end at least, that rain might fall next year?

Hon. Miss Stephenson: The rain is already beginning to fall through the BILD program. There is very considerable construction activity taking place on university campuses as a result of BILD. But with regard to maintenance, I am ever optimistic but I have no specific sign at this point.

Mr. Conway: Just as a matter of interest, the estimates provide you with a good opportunity to announce operating grants. I do not believe the 1985-86 operating grants for universities and colleges have yet been announced. Will you take the opportunity afforded you in this place to so indicate?

Hon. Miss Stephenson: I use every opportunity to make my position clear.

Mr. Conway: Assuming you are a parliamentary democrat, will you this day announce the operating grants for Ontario?

Hon. Miss Stephenson: No, because I do not have them. They are not finalized.

Mr. Conway: When do you expect them?

Hon. Miss Stephenson: It was my hope they would be finalized by the end of the year. I am now very seriously doubting they will be.

Mr. Conway: Why is there a delay?

Hon. Miss Stephenson: I honestly am not privy to the determination of why there is a delay.

Mr. Conway: This is late relative to other years.

Hon. Miss Stephenson: Yes, in recent history we have tried very hard to ensure that we have them by the end of the calendar year.

Mr. Conway: Would there be any reason for a sceptic to believe this might have something to do with matters decided on Wall Street in late August?

Hon. Miss Stephenson: I do not think so. I think it has more to do with the fact that the Premier (Mr. Davis) decided he was going to retire as Premier.

Mr. Conway: How would that affect the ordinary announcement?

Hon. Miss Stephenson: I think he has suggested it would be much more appropriate if the new Premier were responsible for the determination and the announcement.

Mr. Conway: There will not be a new Premier until early February. Surely you are not suggesting universities and colleges are not going to

know what their operating grants will be for 1985-86 until mid to late February or even later?

Hon. Miss Stephenson: It is not the first time that will have happened. I do not particularly appreciate it, but I am suggesting it may happen this year.

Mr. Conway: Is there some reason to believe that much of, if not the entire, ordinary operation of the Ontario government, in these financial matters particularly, is on hold while the change of power is effected?

Hon. Miss Stephenson: I do not know. The transfers are; that is all I know about at this point.

Mr. Sweeney: Excuse me. One of the commitments the Premier gave was that those transfer payments would be announced before the end of the year. He made specific reference to that.

Hon. Miss Stephenson: When was that?

Mr. Sweeney: I think he was indicating the five per cent level. After the Wall Street thing, he made a public statement saying he wanted those figures to be announced.

Hon. Miss Stephenson: I am sorry, I do not know when he made the statement or what the statement was because I do not recall having seen it.

Mr. Sweeney: He indicated he wanted those figures announced before the leadership.

Hon. Miss Stephenson: It was my understanding that is what had been determined—that the basic transfers would be announced before the end of this year.

Mr. Sweeney: That is what we were told.

Hon. Miss Stephenson: That is what I understood. I am now informed that is not likely to happen.

Mr. Conway: To the best of your information this day, what can you tell the university and college administrators, who are understandably on standby and waiting to hear? On the basis of what you have already said, the transfer decisions are delayed because of the changeover of the premiership. Beyond that, is there anything you can add, even of a general nature?

4:30 p.m.

Hon. Miss Stephenson: I think they can be assured that the kind of determinations that have occurred in some other provinces will not occur in this one. There will not be an absolute reduction.

Mr. Conway: Can you tell OCUA anything in regard to its persistent concern about that capital fund?

Hon. Miss Stephenson: No, I cannot tell them anything at this point; nothing.

Mr. Sweeney: I find that surprising. I thought you made it so clear that figure at least should be out of the way before the convention.

Hon. Miss Stephenson: I do not know where you heard it or where you read it, I only heard it—

Mr. Sweeney: It was immediately after the big kerfuffle about the triple-A rating. He said he wanted to make it very clear to his cabinet colleagues that his outgoing decision would be in that area and everything else would be left to the new Premier. He wanted those transfer payments—

Hon. Miss Stephenson: New initiatives would be left to the new Premier. That is what was conveyed to us.

Mr. Sweeney: But the basic transfer payments—

Hon. Miss Stephenson: That is what was conveyed to cabinet members who are responsible for transfer payments.

Mr. Conway: I want to talk about this document about capital grants that has been kindly circulated by the ministry and ask for some clarification. Perhaps my friend the member for Hamilton West (Mr. Allen) shares this concern. I was struck by some of this; particularly on page 24 of the estimates' background material, these wonderful asterisks that are introduced into some of these calculations.

My question concerns the business about the capital fund. I notice here, for example, in 1982-83, to get to that \$29-million total there is an asterisk associated with the \$16.1-million BILD appropriation, just one asterisk. In the note, it is explained this includes \$10-million worth of summer and winter job creation programs.

Am I to conclude that in that bottom line figure for that year, \$29.6 million, there is \$10 million, a significant portion of which is youth job creation programs?

Hon. Miss Stephenson: No, that was not youth job creation programs. That was construction programs related specifically to improvement of employment in the construction area, granted for the purpose of meeting some of the requests of the universities and at the same time ensuring employment in the construction industry.

Mr. Conway: I was worried that you were mixing two ordinary appropriations here, one of which is the traditional capital fund and the other

job creation that may not be significantly or entirely related to the ordinary capital fund.

Hon. Miss Stephenson: No; it was not related to the ordinary capital fund. It was under the BILD program. The ordinary capital fund was funded at the rate of \$8.17 million.

Mr. Conway: This is exactly the worry I have. I will come back to that in a moment.

On page 24, I was struck by some of these asterisks when you were talking about provincial support for universities. Maybe this did not strike anyone else, but it certainly struck me. I am sure there is sensitivity in the ministry about the fact that many in the university and the opposition community always refer to university operating grants as a percentage of the total budgetary expenditure. That has been cited by the universities as an important figure because it is dropping.

I noted you have an interesting calculation here that perhaps is more easily explained than it appears. In your triple asterisks, in determining the share of budgetary expenditure you exclude a few things, one of which is interest on the public debt. That is an interesting exclusion. It struck me it is a very useful accounting principle that allows you to reduce or that allows you to appear more favourable on your share of operating grants versus the total budgetary expenditure. As you know, about 12 per cent of the budget is now allocated for the carriage of the public debt.

Hon. Miss Stephenson: This year.

Mr. Conway: This year; last year it was 11.

Hon. Miss Stephenson: Eight.

Mr. Conway: Whatever, it is a fairly good bite. What you have done here is simply to say, "For purposes of our calculation, we are going to drop over \$1 billion"—it would probably be more than that. I do not have it with me.

It was your accounting here that really struck me, particularly in the category of your provincial operating grants expressed as a percentage of your total budgetary expenditure. I can see how you exclude Ontario Hydro, that seems to make sense, but I do not understand why you think you should be able to exclude the cost of the taxpayer servicing the public debt.

Mr. Sweeney: Especially since it is the largest growing—

Hon. Miss Stephenson: But it is a standard procedure with respect to expenditure in support of programs.

Mr. Conway: I am not sure it is used by others, but—

Hon. Miss Stephenson: It is not. Are you talking about comparisons with other provinces?

Mr. Conway: No; I am talking about others who have made the same calculation in Ontario as to determining the share—

Hon. Miss Stephenson: I am not sure what others do.

Mr. Conway: I was struck by it and—

Hon. Miss Stephenson: I think it is a standard procedure with respect to—

Mr. Conway: Again, I will have to get our accountants to survey this, but I was struck by that, and now I look at this and you tell me—and, of course, you are an honourable lady and I have to accept what you tell me as the truth. I see the mixing of two streams here and I wonder just how much of this money is for job creation and would not ordinarily be part of any capital fund. I do not know what kind of information you have to assure me what you tell me is absolutely true.

What I am trying to determine—and this is my problem with the Board of Industrial Leadership and Development, under which you create a whole bunch of extraordinary accounts that allow you to do all kinds of wonderful things, open new buildings, cut new ribbons and all the rest of it.

Hon. Miss Stephenson: I very seldom have an opportunity to open new buildings and cut new ribbons, I have to tell you.

Mr. Conway: Your colleagues are masters at it, and I tell you they—

Hon. Miss Stephenson: That is not one of the roles I have been favoured with.

Mr. Conway: You are probably right. I think it is more the style you follow and I rather like your style in that particular matter.

My worry is that—remember the charge I was making this morning—this is a bit of a mug's game. What you do is cut the net benefit paid out to a constituency, but to avoid the full impact of that you create a few extraordinary accounts out of which there flows good news. That is what I worry about here.

You can say, "Well, the opposition says we are not being very generous on the capital fund, but here I see that we have, in 1981-82 \$22.7 million and in 1982-83 it is up by almost 25 to 30 per cent to nearly \$30 million;" but a little asterisk tells me that includes \$10-million worth of summer and winter job creation programs.

Are we mixing chalk and cheese? I am not sure we are not, because I think I know some of what that fund involves. I am not saying it is not, in some particulars, applied to the capital account of post secondary institutions. I am not saying

that, but I am dubious that full \$10 million would ordinarily have applied to the capital account.

Hon. Miss Stephenson: Obviously that full \$10 million would not ordinarily have applied to the capital account of universities, because we simply would not have been granted that additional \$10 million for the capital account of universities under the circumstances for capital allocations that applied then.

Mr. Conway: I have a feeling that in another part of this building and at another time, a minister, probably the Provincial Secretary for Social Development (Mr. Gordon) or the Treasurer, is taking great credit for the same \$10 million.

Hon. Miss Stephenson: No; this \$10 million was entirely directed towards capital activity at the universities of this province.

Mr. Conway: I would actually like to see—

Hon. Miss Stephenson: That \$10 million was, indeed, allocated specifically for repairs—I cannot remember all the things we did—paving, road repairs and building roads at universities.

Mr. Conway: It is too much to ask you now, but I would like your staff to prepare for me a better understanding of that \$10 million and what good capital works it performed and where.

Hon. Miss Stephenson: We were responsible for allocating it on behalf of BILD, so we should be able to do that. It was entirely devoted to universities.

Mr. Conway: All right, just show me.

Hon. Miss Stephenson: But it did serve a double purpose in that it did provide some additional employment in the construction industry in both a winter and a summer in which employment in the construction industry was very significantly under the usual level.

4:40 p.m.

Mr. Conway: I understand that is an objective of BILD and I do not have any problem with that. My concern is that the ordinary appropriations are being reduced while extraordinary accounts are being created to instill the impression we are really doing wonderful things; that is my suspicion. I would like to see that data so I could, among other things, share it with—

The Acting Chairman: (Mr. Wiseman): Mr. Conway, you got into this a little earlier in the day. We have a lot of items and some of us may also want to ask questions about colleges and universities. Perhaps we could ask the minister to move on with some of her other responses.

Mr. Conway: I will await that information.

The Acting Chairman: Are you finished?

Hon. Miss Stephenson: Heavens, no. Mr. Conway and Mr. Allen asked a significant number of questions.

The Acting Chairman: Will there be a little time for some of us to ask questions?

Hon. Miss Stephenson: I hope so; I hope we get through these.

The Acting Chairman: I hope we do, too.

Hon. Miss Stephenson: I will go quickly. There was the question by Mr. Conway regarding the college system. I clearly directed the presidents of the colleges to ensure the discussions regarding assignments outside the contact hours or aside from the work relationship ordinarily established at the university be done by mutual consent, and the presidents most certainly agreed to do that.

The rationale related to ensuring the students receive the benefit of their educational program, in spite of the difficulties that occurred. The colleges were going to forego a number of activities, such as professional development days and curriculum development days, and replace them with teaching, and the teachers were going to be paid the amount for that day's work.

Mr. Conway: Have you talked to anybody from the Council of Regents about it? I have specific evidence relating to one large community college; it was Algonquin College, to be quite honest about it. I was told last week that college administrators were professing no knowledge of that and were being quite—

Hon. Miss Stephenson: The president of Algonquin was there when I said it. The chairman of the Association of Colleges of Applied Arts and Technology of Ontario was there. All the presidents of all the colleges were there and there was a supplementary supporting memorandum that was sent by the assistant deputy minister following the meeting.

Mr. Conway: Would you undertake on my behalf to ensure there is no one on the ground in the front line in these colleges professing ignorance—

Hon. Miss Stephenson: Professing ignorance of what?

Mr. Conway: Ignorance of clause 2(1)(b) of the bill. That ignorance is being professed, is creating a lot of bad feelings and is piling up grievances left, right and centre. I find it astonishing there would be that kind of ignorance. It might not be widespread, but it was

reported to me in one instance; and if it is the case there it might well be the case elsewhere. Perhaps Dr. Allen has some additional information.

The Acting Chairman: Dr. Allen, was your point on the same subject?

Mr. Allen: I would like to underline that request, because I have had information from a couple of colleges, most recently from Seneca College where faculty were told, "Too bad; that is not in the contract." There seems to be a strange apprehension, at least in some places in the college system, that Bill 130 somehow does not supersede the contract; that is, the provisions do not have to be complied with if they do not somehow conform to the contract.

I would like the minister to send a memorandum that quite explicitly states for college administrations the meaning and significance of that section of Bill 130, because there does seem to be misunderstanding and misapplication, whether wilful or not.

Mr. Conway: Let me be clear about this: my report was that on the line people were saying, "I do not know what Bill 130 says and I do not really care."

The Acting Chairman: Perhaps we could have the minister respond to this.

Hon. Miss Stephenson: The memorandum was certainly sent out almost immediately following the meeting we had with all the college presidents. It reminds them very specifically of clause 2(1)(b), which provides that "every employee shall report for work and shall perform the duties assigned by the employer including duties assigned by mutual consent in order to afford students the opportunity to complete courses of study affected by the strike."

If there is to be any aberration from the way in which this would ordinarily have functioned under their arrangement with the colleges, that has to be by mutual consent. However, aberration does not occur if there is no addition to the time frame of weekly hours in the teaching program, if it is "scheduled in accordance with usual college practice and if there is no addition to the number of contact days in the academic year for the students.

If it is within that time frame then this is obviously an assignment which can be made by the college. If it is outside that, however, it must be by mutual consent, and that was delivered very clearly by me.

Mr. Conway: I do not deny that it was.

The Acting Chairman: Do you know what date that letter went out?

Hon. Miss Stephenson: November 21.

Mr. Conway: I do not doubt that you put it in clear language, because you were so accommodating to the request in the debate at the time, but it has not gotten through.

Hon. Miss Stephenson: Well, we shall remind them.

Mr. Conway: I hope in that vigorous style of yours, which can sometimes make a very strong impression.

Hon. Miss Stephenson: We will remind them again that this is necessary, because it would be unfortunate if grievances were to pile up as a result.

Mr. Conway: They are doing so, and, as I say, the cases about which I was told sounded as though there was a unilateral disregard for Bill 130. "What is Bill 130? Who cares about Bill 130?" Literally.

Hon. Miss Stephenson: I doubt that is—

The Acting Chairman: The minister has promised to follow through.

Hon. Miss Stephenson: Yes; we will remind them again.

Mr. Conway: Vigorously?

Hon. Miss Stephenson: Yes, vigorously.

Mr. Conway would like to hear an elaboration of the ministry's views with regard to the concerns of students over the Treasurer's proposal regarding tuition. I said very clearly that I had not read the Treasurer's proposal at that time. I found it rather interesting.

When I went outside to the scrum, even though you suggested that it was a press conference—I do not call those press conferences; I am sorry. A press conference is an organized mechanism for delivering information in a rational way. Scrum is never rational, as far as I can see. It tends to be very ad hoc.

At any rate, the reporters asked whether this was the kind of pattern which had been followed in the past in Ontario. I reminded them that for the three years preceding—the freeze years which followed the direction of the Ontario Council on University Affairs that we try to match as closely as possible the increase in the tuition fee with the increase in the operating grant to the universities—we had monitored that in order to see what the effects were.

When the freeze period came in, we had been limited for two years to a five per cent tuition fee increase. It would seem to me the kinds of directions which OCUA had given us in the past

were pretty rational, and that those were the kinds which perhaps we should approve.

I also went on to suggest that I did not think we had had any one year in which the tuition fee increase was a percentage of about 13 per cent. I then retracted that, because I was not sure whether there had been, in 1981 or 1982, a percentage increase to the universities which was almost 13 per cent. I do not think, however, that we matched a 13 per cent increase for tuition fees that year. None the less, I still believe there should be a relationship of some sort, as OCUA has suggested.

It has not yet been determined whether tuition fees should be increased by a proportion of the total amount to the level which has been suggested by a number of groups.

Mr. Conway: What is the minister's view on that very important question? What do you think is an appropriate share for the person who pays the tuition fee to bear vis-à-vis the operating costs of universities?

4:50 p.m.

The Treasurer, in his statement of 10 days ago, indicated he thought it would be appropriate for the university student to shoulder 25 per cent of operating costs through tuition fees. That, of course, he said, would be achieved by annual rates of tuition fee increase that would be 10 per cent above inflation. That would give you the 13 to 14 per cent for this year with the inflation rate somewhere between 3.5 and four per cent.

That is what is so worrisome about Mr. Grossman's comment. It is one thing to suggest an eight or nine per cent increase if inflation is running at that, but he did not say that. He went one step further. He said 10 per cent above inflation.

Hon. Miss Stephenson: Until it reached a certain proportion.

Mr. Conway: Until it reached that 25 per cent. Dr. Allen explained very eloquently this morning why the Treasurer's position in 1984 is inappropriate and unacceptable. I do not think there is a better articulation than that which Dr. Allen offered. I am not going to be repetitive because I do not think I could be nearly that good.

What do you think on that key question about the share? The Treasurer has a clearly defined view, now made public; he is still Treasurer and he may still be Treasurer in February.

Hon. Miss Stephenson: A 10 per cent flexibility has been provided to the universities, which is a reasonable suggestion.

As you are probably aware, the universities of Canada have made a suggestion that they should have total freedom to charge fees at the level they perceive to be appropriate. They feel there should not be a control mechanism. That has not been the policy of this province. Ontario has always suggested the fee formula be a reasonable proportion of the cost of providing education. The Henderson report suggested that it be somewhere about 20 per cent.

There has been a good deal of support for the concept that 20 per cent of the cost might be a reasonable level. One always must be sure that those with lesser incomes, family incomes particularly, would be protected if there were an increase to that kind of level. Perhaps that would be an appropriate level, although at this point I do not know what the appropriate level necessarily is. I would prefer to do a good deal more research and gather more information before any such determination were made.

I find it of intense interest that the participation rate of students in what might be considered the lower economic stratum is greater here than in many other jurisdictions. It is greater here than in countries where tuition fees are significantly lower or nonexistent. I think that is as a direct result of the kinds of assistance programs that can be provided.

Mr. Conway: Your own data of the 1979 to 1982 period seems to suggest that more and more of the grant money available through student assistance is finding its way into the hands of those from—

Hon. Miss Stephenson: I shall be glad to answer that question for you. It is one half of one per cent of all the money that is made available through the Ontario student assistance program that goes to students whose family income is above \$40,000. Almost 80 per cent—now it is about 78 per cent—of the amount delivered by OSAP goes to students whose family income is at \$20,000 or below.

Mr. Conway: I would like your best and most recent data on that point since you are very anxious to share it and I do not want to cut Mr. Sweeney off from a supplementary. I would love to have it and I would expect it at some point this afternoon or shortly thereafter.

The Acting Chairman: I think we have two supplementaries—Mr. Sweeney and then Dr. Allen.

Mr. Sweeney: While you are talking about the impact of tuition or the potential future impact of tuition, is the minister aware of the Council of

Ontario Universities report earlier this year—February, I believe? It indicated the impact of the increased tuition for foreign students has resulted in a 40 per cent drop.

Hon. Miss Stephenson: It is not a 40 per cent drop.

Mr. Sweeney: The figure I have is 41 per cent.

Hon. Miss Stephenson: Where did they get that?

Mr. Sweeney: From 1,374 to 813.

Hon. Miss Stephenson: Those figures do not jibe with what we have.

Mr. Sweeney: The COU expressed rather deep concern that this is playing havoc with the traditional role of foreign students in Ontario universities, the impact they make on the programming and initiatives that occur in those universities.

Hon. Miss Stephenson: The figures we have are these. In 1982, which was the first year of a two-stage tuition increase, full-time foreign student enrolment was 13,104 at the undergraduate level and 3,456 at the graduate level, for a total of 16,560.

In 1983, there was a total of 12,259 at the undergraduate level and 3,093 at the graduate level, for a total of 15,352. Those were the enrolment figures for the visa students.

Mr. Sweeney: The reference to the report I have indicates that in 1981 the new students coming here were 1,374 and that dropped to 813.

Hon. Miss Stephenson: When?

Mr. Sweeney: From 1981 to 1982.

Hon. Miss Stephenson: It could not have been. The new students coming in were what number?

Mr. Sweeney: There was a 41 per cent drop in the number of new foreign students coming into Ontario from 1981 to 1982; from 1,374 to 813.

Hon. Miss Stephenson: I am not sure that is borne out.

In 1977, the total, including undergraduate and graduate was 9,757; in 1980 it was 12,077; in 1981 it was 15,183 and in 1983 it was 15,352.

Mr. Sweeney: So what has been the impact?

Hon. Miss Stephenson: There has been a reduction, but it is certainly not of the order of 40 per cent of enrolment.

Mr. Sweeney: What would be the approximate percentage in round figures?

Hon. Miss Stephenson: I think it is something like a seven per cent reduction overall.

Dr. Benson: It was seven per cent overall, and one per cent in the colleges.

Mr. Sweeney: I have another figure here referring specifically to graduate enrolment.

Hon. Miss Stephenson: Yes.

Mr. Sweeney: This has dropped from 3,466 to 2,889, which is a 16 per cent drop, again from 1981.

Hon. Miss Stephenson: In what year do you have 2,899?

Mr. Sweeney: That is from 1981 to 1982 again.

Hon. Miss Stephenson: No. The graduate enrolment in Ontario universities of full-time foreign students in 1981 was 3,399, in 1982 it was 3,456 and in 1983 it was 3,093. We will not have the 1984 data until probably the beginning of next month.

Mr. Sweeney: What was the first-year enrolment after 1982 and the impact?

Hon. Miss Stephenson: I do not have the separate first-year enrolment. We just have total figures.

Mr. Sweeney: Let us put the question in a broader context. The expression of concern is that much higher tuition fees are discouraging foreign students and that is having an impact on the academic life of Ontario universities. Has that been verified? Are you concerned about it? Are there any new thoughts evolving?

I remember this whole debate going back to Dr. Parrott, when he was the minister. We projected that was going to happen.

Hon. Miss Stephenson: What is the optimum participation rate? I do not know.

Since the differential fee for private visa students was introduced, we have broadened the categories of those who are admitted paying precisely the same fee as Canadian or Ontario students. We have ensured that, not just those on government-to-government agreements but those who are here as Rockefeller students or as a result of other international organizational support, are treated in exactly the same way as Canadian students are.

5 p.m.

There has been a reduction in the total numbers enrolled since the introduction of the increased visa student fee, but it has now reached the level where I am sure the differential between last year and this year will give us the measure of the impact.

Because of the concern of the universities and of the researchers and graduate directors we

specifically decided not to proceed with the second stage of the graduate student increase. They have only been subjected to one stage of the increase and that is all they will be subjected to. It will remain as it is at present.

At the undergraduate level, the two stages have now been completed. We will have more information about that when we receive the information regarding enrolment early next month as a result of the collection of data.

Mr. Sweeney: Are you persuaded at this time by the Council of Ontario Universities that the impact is sufficiently significant you may have to backtrack?

Hon. Miss Stephenson: Not by a long shot. I remind you that enrolment at the undergraduate level in 1983 was double what it had been in 1977 and 1978, so there has been a significant increase during that period. I would be persuaded if there were a decrease that significant, but I do not have any information the decrease has been of that order.

Mr. Sweeney: The impact seems to be greater at the graduate level.

Hon. Miss Stephenson: I do not think so. That is why we removed the graduate level. In 1977 we had 2,892 graduates who were full-time foreign students; in 1983 we had 3,093. We will see what it is in 1984; I do not have those figures. We have committed ourselves to monitoring the impact.

Mr. Sweeney: Are you finding any significant change in the source of the students?

Hon. Miss Stephenson: Not yet, to my knowledge.

Mr. Sweeney: I guess we cannot discuss it intelligently until you have the figures.

Hon. Miss Stephenson: The source was significantly modified between the years 1978 and 1980 or 1981. The numbers for Malaysia and Hong Kong increased dramatically. I am not sure that has changed significantly.

Mr. Sweeney: I will wait until the figures are available.

Hon. Miss Stephenson: I am not sure it will change significantly as a result of the agreement for Hong Kong.

Mr. Allen: Are you still studying that question and will you provide us with a better breakdown of the statistics?

Hon. Miss Stephenson: The information regarding enrolment at the universities will be available at the end of this month or the

beginning of next month. We will be able to give you further information at that time.

Mr. Allen: Has the ministry proceeded with what I believe it was discussing at one point, a special scholarship program for visa students?

Hon. Miss Stephenson: We were not looking at that. What we have done is ensure that students who are here for the purpose of improving the situation in their homelands as a result of their government's interest, an international agency's interest or the Canadian government's interest are subjected to precisely the same tuition fees Canadian students pay, and we have broadened those categories.

Mr. Allen: What proportion of visa students does that comprise?

Hon. Miss Stephenson: I cannot give you it for this year; I will get it. I think it was 10 or 11 per cent all together. The vast majority was private visa students.

Mr. Allen: I think one has to be disturbed that the sourcing has changed rather significantly since the earlier influx of visa students into the system. Notwithstanding the numbers have increased, it still strikes me as a rather invidious kind of arrangement. It appears to fly in the face of the only two studies I am aware of on the visa student issue, one conducted in Britain and another conducted by Concordia University.

Neither study was able to detect any significant net benefit to the country in question by charging higher fees. When one considered the impact on relationships abroad and on the moneys brought to this country by those students, when all was said and done there was no reason anyone could see for levying visa student fees.

The question I would ask is a rather more fundamental one: why on earth do we have these fees still in the system anyway? Would it not be better to set up perhaps a quota arrangement abroad?

It should not be done simply on the basis of user fees. These user fees are so attractive to this government in so many ways, but they impact in an invidious way upon those who want to use this system or that—in this case the university system. Why, in the face of those two studies, do we still have visa student fees in any case?

Mr. Chairman: What about Canadian students in other countries? Do we pay any extra?

Hon. Miss Stephenson: We do.

Mr. Chairman: What is the percentage?

Mr. Allen: There are places where we do and places where we do not.

Mr. Chairman: What is the difference between a Canadian visa student as far as fees are concerned—approximately?

Mr. Sweeney: In most other jurisdictions Canadian students do not pay.

Hon. Miss Stephenson: In which other jurisdictions?

Mr. Sweeney: I said in most other jurisdictions they do not. The exception is in the United States; but then there is a state fee, not a national fee.

Hon. Miss Stephenson: Or a university fee.

Mr. Allen: Would the minister tell us, for example, whether Canadian students pay differential fees in Great Britain—

Hon. Miss Stephenson: Yes.

Mr. Allen:—in France, in Germany and Italy? Would you give us that information?

Hon. Miss Stephenson: In France, I am not sure; in Germany, no, but the numbers are extremely small.

Mr. Chairman: How do their fees compare with Canada's?

Hon. Miss Stephenson: On the whole the fees for comparable universities in the United States are somewhat higher. In fact, the increase in participation of students from the low-income, developing countries—mainly students who are supported by their governments and ours—is 12.6 per cent this year.

Mr. Conway: Do you have the number?

Hon. Miss Stephenson: It is 1,034.

Mr. Conway: What share is that?

Hon. Miss Stephenson: About nine per cent of the total.

Mr. Conway: So it is a 12 per cent increase on a roughly 10 per cent share.

Hon. Miss Stephenson: Yes.

Mr. Conway: I think there is quite a bit of interest on all sides of this committee on the second last question. It helps people understand the international context on fees.

Perhaps you could just help the member for Burlington (Mr. Kerr) and the members for Renfrew North, Parry Sound (Mr. Eves) and Humber (Mr. Kells) understand exactly what the world picture is.

Mr. Chairman: I am sure Ontario stands very positively.

Hon. Miss Stephenson: The United States undergraduate fees, of course, are rather varied. The University of California at Berkeley charges

\$1,634 for a first-year student. At Harvard and Stanford the fee is \$12,800—

Mr. Sweeney: We are not comparing private American universities with Ontario public universities.

Mr. Conway: Let us exempt the Americans from this equation for the time being.

Hon. Miss Stephenson: At the University of Minnesota and the University of Massachusetts the tuition fee is \$2,400; at the University of Illinois it is \$2,256; State University of New York at Buffalo, \$2,061.

Mr. Conway: What about Japan? What about Germany?

Hon. Miss Stephenson: I do not have anything for Japan. We do not have very many Canadian students going to Japan for undergraduate programs.

Mr. Wiseman: May I ask a supplementary? I understand that if a student goes from one state to another those figures you gave may jump quite a bit.

Mr. Sweeney: Yes, that is a state fee for American students.

Mr. Wiseman: For American students going from one state to another?

5:10 p.m.

Mr. Sweeney: It is no different for Canadian students. A Canadian student going to any of those states pays the same fee as an American student going from one state to another state.

Hon. Miss Stephenson: I was wrong. The fee I gave you at the University of California at Berkeley was for the domestic student. The undergraduate fee for a first-year nondomestic student at the University of California is \$6,435.

Mr. Conway: A nondomestic is defined as—

Hon. Miss Stephenson: Anybody outside the state of California.

Mr. Conway: Including Americans.

Hon. Miss Stephenson: Including Americans.

Mr. Sweeney: There is a big difference.

Mr. Chairman: That applies to Canada.

Hon. Miss Stephenson: No, it does not apply to Canada. There are no differential fees in Canada except in Quebec. All Canadian students attend Ontario universities at the same rate as Ontario students.

Mr. Sweeney: It is not a foreign fee, it is an out-of-state fee; whereas Ontario has strictly a foreign fee.

Hon. Miss Stephenson: It is what Canadian students would pay in similar circumstances.

Mr. Sweeney: The student from Massachusetts would pay the same fee.

Hon. Miss Stephenson: A student from any of the other countries who are foreign students in Canada would pay the same thing there as well. That is the point I am trying to make.

At the University of Illinois the tuition fee is \$5,500. In Indiana it is \$4,121; in Massachusetts, \$6,270; in Minnesota, \$6,027; in Britain, \$4,883 for arts, \$6,433 for science and \$11,862 for medicine, dentistry and veterinary medicine. Those are foreign student fees.

Mr. Conway: Let us look at Britain as an example. Generations of Canadian students, many of whom came from Ontario, profited for years. The fees you cited about Britain, and perhaps the member for Hamilton West (Mr. Allen) could correct me—

Hon. Miss Stephenson: They are three years old.

Mr. Conway: They are three years old. Mrs. Thatcher was determined to put up the barrier, which she has successfully done, but not so successfully in terms of much of its impact. Prior to 1981 Britain had been very generous, and for more than a century nowhere more so than with Canadians, many of whom came from Ontario, who flocked to the universities of the United Kingdom and received a world-class education without paying—

Mr. Kells: They also fought a war.

Mr. Conway: I am talking about education. They received a world-class education and profited from it.

Mr. Chairman: For example, the London School of Economics.

Mr. Conway: A lot of people did that, and I am concerned Ontario is sending a signal, God forbid, even to the empire itself, that at an earlier stage we were happy to receive this generosity from others but now we have no time for anyone seeking a similar benefit from a more mature Canada and a more mature Ontario.

Mr. Chairman: It was mainly from Cecil Rhodes.

Mr. Wiseman: Are the students who are coming in going into medicine or some other area that requires a lot more funding than do a lot of our own students who are going in for a plain bachelor of arts? I understand it is a lot more per year for doctors, lawyers and so on.

Hon. Miss Stephenson: The one program that has real restriction is medicine. I think there is a total of four out of the whole enrolment of 562.

Mr. Sweeney: It was half of one per cent at one time.

Hon. Miss Stephenson: It is not one of the areas in which the enrolment takes place. There are significant numbers in engineering, computer science and other scientific areas. Law is not one of the areas foreign students enrol in because the law is usually quite different in their own jurisdictions. These students are on visas and are not about to become immigrants to Canada. One hopes a significant number are going to return to their own countries.

Mr. Wiseman: I know a lot of people from Taiwan and so on are going into engineering and that sort of thing. Do we see a picture of foreign students going into one particular area more than others or is it pretty general.

Hon. Miss Stephenson: It tends to be concentrated in math, science and engineering, but not totally.

Mr. Wiseman: Are they the ones that are more expensive? I asked that earlier but I was not here when you answered.

Hon. Miss Stephenson: Not significantly more. The courses that are significantly more expensive are the health sciences: veterinary medicine, dentistry and medicine. The others are more expensive than basic arts programs.

Mr. Wiseman: My concerns are a little different from Mr. Conway's, if I read him right. A lot of my people never went to university. Now they have children who are capable of going but cannot get into some of the universities of their choice. They ask, "Why bring in so many foreign students when our kids cannot get in, and we pay the taxes for that?" They make a good case.

Mr. Sweeney: But Ontario students are not being denied entrance to those kinds of programs.

Mr. Wiseman: Some of them are.

Mr. Sweeney: But it is not on the basis of being squeezed out. The kinds of programs that are hard to get into, such as medicine, are taking less than half a per cent.

Mr. Wiseman: Perhaps medicine is a bad example because they watch their numbers themselves. In the case of some of the others—this is what the parents are telling me—they find it difficult for their children to get in. They mentioned two or three universities they have tried to get them into.

Hon. Miss Stephenson: There is some enrolment of visa students in community colleges as well. It is not as large. The major

post-secondary enrolment of private visa students is at universities, but there is some enrolment at the college level too.

Mr. Conway: Have you responded to my modest proposal on the treatment of the Bovey report, the report of the Commission on the Future Development of the Universities of Ontario, when it becomes a public document?

Hon. Miss Stephenson: No; I told you I would consider your modest proposal seriously.

Mr. Conway: And positively?

Hon. Miss Stephenson: Seriously.

Mr. Conway: And positively?

Hon. Miss Stephenson: Sympathetically.

Mr. Conway: And positively?

The clerk has just told me there are stacked votes at 5:45 p.m. We are trying to determine how we might dispatch these estimates in the fullness of time. I do not want to be difficult; it is not in my nature, as you know. That is one aspect of this debate, however, that is really important for me to understand.

Hon. Miss Stephenson: I will consider it most seriously and sympathetically.

Mr. Conway: You recognize the seriousness with which I put the proposal?

Hon. Miss Stephenson: Of course; good heavens, one would think I could not hear, see or understand.

Mr. Conway: I make no such charges. Yesterday I heard you breathe loudly that the member for St. Catharines (Mr. Bradley), my good and honourable colleague, was unfortunately deaf, dumb and blind. You may make those charges of my friends—

Hon. Miss Stephenson: Yesterday he was, in that instance.

Mr. Conway: —in the vise-like grip of emotive rhetoric, but I would never succumb to that temptation.

Hon. Miss Stephenson: Oh, ho.

Mr. Wiseman: What were those adjectives you were using yesterday?

Mr. Conway: I want to tidy up this loose end. That report will be a public document, hopefully within a month. I view this as a very serious matter for the Legislative Assembly to have the opportunity—

Hon. Miss Stephenson: I am aware you do.

Mr. Conway: —to examine that reasonably and carefully.

Hon. Miss Stephenson: You gave me that argument three times this morning. I do not really

require a reiteration. I told you I will consider it seriously and sympathetically. All right? Fine.

Mr. Conway: I will return to that at a later date.

Hon. Miss Stephenson: Fine. There was one other item I really think has to be addressed because it was mentioned by both Mr. Allen and Mr. Conway. That concerned the auditor's comments on apprenticeship, particularly Mr. Allen's reading of some figures, which he found in some document. I think I have some understanding of what the document is.

Mr. Allen: That is the failure—

Hon. Miss Stephenson: You were talking about the underexpenditure of critical trade skill training and general industrial training funds.

Mr. Allen: You were saying you had nothing to do with it.

5:20 p.m.

Hon. Miss Stephenson: That is right. Those funds are under the National Training Act, but they are provided as a wage subsidy directly to the employers by the Canada Employment and Immigration Commission. It is a contract between the federal government and the local employer.

Neither the province nor the colleges of applied arts and technology have any opportunity to avail themselves of those funds. Those funds are directed specifically and directly to employers. If employers did not take them up, that is an unhappy situation.

It seems to me that the CEIC is restricted by its own regulations regarding the expenditure of those funds. They are not provincial regulations; they are federal regulations.

Mr. Allen: I know the area is not totally clear-cut.

A publication entitled Employers' Guide for Training in Ontario, published jointly by Employment and Immigration Canada and by the Ministry of Colleges and Universities on page 4 describes the critical trade skills training program as a joint federal-provincial initiative.

Lower on the page it says: "The success of this program is dependent upon the co-operation of industry, labour and government to identify needs, develop strategies and long-range plans, and initiate programs through community industrial training committees. These community industrial training committees receive technical and financial assistance from government to support their training co-ordination efforts. Funds to support the industrial institutional training components of this program are, of

course, administered by CEIC. The CITC operating costs are contributed by the Ministry of Colleges and Universities."

Hon. Miss Stephenson: That is right.

Mr. Allen: Later on page 13 it says, "A typical community industrial training committee will be composed of individuals comprising management, labour, educators and federal and provincial representatives of the federal and provincial governments and has several major responsibilities: (1) identifying the need for skilled workers within the community; (2) developing strategies for addressing skills shortages."

That would presumably have something to do with the manner in which the take-up would occur. If the strategy is lousy, obviously the take-up will not be all that smart. If it is effective, then the take-up will be better.

The third responsibility is "encouraging employers and employees to participate in the training program."

There is involvement, to a fairly significant proportion, of the provincial government and your ministry in strategies and encouragement to take up those funds.

Hon. Miss Stephenson: The CITCs, very much with our support, do surveys of local needs in terms of critical trade skills. Together they work out the ways in which the colleges can be of support in the provision of the education and training for those critical trade skills.

However, the regulations of CEIC ensure that the arrangement must be made between the employer and CEIC to begin the process. It is not a matter in which the provincial government has any authority or capability as a result of federal regulations. That must be done between the federal government and the local employer.

The CITC puts the local employer in touch with or makes the local employer aware of the availability of those funds and the possibility of that program. It encourages the local employer to contact the representative of CEIC to avail himself of those funds, but if the employer and the CEIC do not make the arrangement, then the colleges cannot play any part in it, even though they might, and in many instances do, provide an educational component after the arrangement has been made. The arrangement first has to be made between the feds and the local employer.

It is not in our capability to do a great deal about that except to suggest, which we have already done to the CEIC, that the regulations are wrong and something should be done to make them more flexible so the money can be taken up

when the local employers do not do it the right way or not enough of the places are taken up.

Mr. Allen: Conceding that your initiating power may not be what I thought it was, despite your involvement—

Hon. Miss Stephenson: I remind you that until September 4 we had a somewhat intransigent CEIC that was not anxious to change regulations. I think it is going to happen now.

Mr. Allen: The issue at hand, if you recall, is the failure of your ministry to take up moneys. The auditor said it was \$3.7 million. I suggested it extended beyond that. Whether it extended beyond that or not, it may well be—

Hon. Miss Stephenson: It certainly does not extend to \$28 million.

Mr. Allen: It may well be that the explanation is similar in both cases.

Hon. Miss Stephenson: No, it is not.

Mr. Allen: I presume you would deplore the fact that the employers of the province have not been able to take up in the order of \$28 million of critical trades and general training funds.

Hon. Miss Stephenson: Yes.

Mr. Allen: I presume you are also unhappy—I think you would have to be—that you have not been able to expend your own moneys to the extent you might to the order of \$3.7 million, moneys you could certainly access and expend in that area.

Hon. Miss Stephenson: They do not always match.

Mr. Allen: They may not match; however, what I want to ask you is whether this does not indicate more than simply a bit of economic malaise out there, which is obviously going to affect the ability of employers to deploy training programs.

Is there not some failure of initiative, some failure, first in the style in which we attempt to deliver apprenticeship and training programs in Ontario, where employers are not under a great deal of pressure to comply or deliver?

Hon. Miss Stephenson: But they are.

Mr. Allen: Secondly, are there not ways in which your ministry might act, under a levy grant system, for example?

Perhaps the ministry needs to look at undertaking initiatives which would enable you, as a public deliverer of training programs, to access private industrial resources—machinery, equipment, etc.—regardless of economic climate. There is now no real interplay at that point.

If the employer goes boom the program goes out the window. If the number of journeymen declines in a given industry or plant—and you have no way of reading that, as I learned just a few months ago—the ratios between apprentices and journeymen are affected, and there go some other trainees.

Hon. Miss Stephenson: Under the contract, the first people to be let go are the apprentices.

Mr. Allen: Sure. Surely you have to be looking at new and different ways of delivering training.

Hon. Miss Stephenson: New contacts.

Mr. Allen: The reason that \$3.7 million has not been taken up is not just because of the economic climate. It has to do with a failure to address creatively the problems created by the failing economic climate.

Hon. Miss Stephenson: We have been very much involved with developing some innovative and creative means of delivering, including modular training programs.

During the recession we certainly worked with the federal government to try to establish what were called section 39 arrangements: plants which were closed because of the economic recession or were in a state of downturn could be used for the training of critical skills or simply for the training of apprentices.

We had a very limited degree of success with that. I believe the nucleus of that thought, however, has now been implanted fairly clearly in a number of brains, and we should be able to succeed with that in the future.

Each year we try to develop a ball-park figure of the total volume of in-school apprenticeship training which is going to be required by the apprentices currently enrolled—registered—in an apprenticeship program in this province; that means in a program in a work place.

Sometimes we have difficulty with those matches. During the economic downturn, it was not just that the apprentices were laid off; frequently the employers felt they had to let them go for that period of time, that they could not provide them with the block of training time which was necessary.

I have been trying to see whether we can determine ways of increasing the flexibility of academic in-school training time. I cannot see why the colleges could not be used on weekends or for two or three days for a period of time, and then for another two or three days. Perhaps that is a reasonable way to do it.

However, we have to have the agreement of the professional advisory committees for all of these proposals in order to make those modifications. There is a fairly traditional kind of attitude about apprenticeship training in the minds of many, and it is sometimes a little difficult to persuade them that new ideas or new methods of delivering this are appropriate. That is the kind of direction we are attempting to take.

Mismatches do occur with respect to our projection of what we are going to need and what is actually required by the time the year is up. Sometimes it is because the apprentices drop out; sometimes the employers will not release them; and sometimes it is simply that, as a result of the contractual arrangements, those apprentices are let go during an economic recession. That certainly did happen to a significant number in the last couple of years.

We have to find ways around that. There has to be a way in which the contracts which are signed in industrial circumstances protect the rights of apprentices to continue in training programs. That is what we were trying to do related to the section 39 agreements: trying to maintain the apprenticeship programs while there was a downturn and they were not required by a company.

5:30 p.m.

Mr. Conway: As of this date, what protection does the taxpayer in Ontario have that in relationships as between governments, federal and provincial, the taxpayer, who shoulders both, will not be out of pocket \$3.7 million because of the difficult matchup situations you have just described?

Hon. Miss Stephenson: We simply try to do our very best. The money does not flow to us; it is kept by the federal government.

Mr. Conway: I know that.

Hon. Miss Stephenson: So it is not expended.

Mr. Conway: But it is still a charge on the Ontario taxpayer.

Hon. Miss Stephenson: It is no more a charge on the Ontario taxpayer than it is on any other taxpayer in the country, except for the 40 per cent of tax on—

Mr. Conway: All right, but my question is that for the taxpayer reading the auditor's report it says that these two governments have an arrangement to buy and fill places. For reasons we have been given by the Minister of Education it is not always easy for the province to fill those places that have been provided by the federal government.

What I want to know, as Joe Q. Taxpayer asks, is: "All right, how the hell are you going to protect me against this happening again next year? Is there anything we can do that we have not already done, or am I likely to hear Doug Archer say next December that we have lost \$2.6 million because the matchup continued to be imprecise?"

Hon. Miss Stephenson: We did not lose any money. At least the taxpayers did not lose any money, because the money was retained in Ottawa and, I presume, was used for other things for which taxpayers' money is used by the Canada Employment and Immigration Commission.

Mr. Kells: Into Axworthy's budget.

Hon. Miss Stephenson: I hope he did not use it for some of the things that were suggested, but that is neither here nor there. At any rate, we do try to make as close a match as possible and we will continue to do so.

It is not easy to predict what is going to happen in these kinds of circumstances in any area related to skills training. If you do not believe me, go and talk to some of those who are trying to make projections about what will be necessary and what will not be necessary.

Mr. Conway: I accept that it is not easy, but the fact of the matter is that the government of Canada was not able to provide the number of training places that had been allocated, and we as a province were not able, for the reasons you have indicated, to meet the objectives we had hoped to meet.

Hon. Miss Stephenson: May I tell you what we do? We try to project the high number we think we will probably require in order to ensure that if all of them apply we will be covered, they will be covered and the program will be provided for that number. It is usually a higher number than we can honestly suggest will take advantage of the program, but it seems to me it is better to do that than it is not to do it and almost to ensure that some of the students who want to have training are perhaps not going to be able to be covered.

Mr. Conway: Do you know, on an inter-governmental basis, whether Ontario is—

Hon. Miss Stephenson: Is alone in that?

Mr. Conway: Are we losing spaces effectively because other provinces have predicted more accurately, or is this common?

Hon. Miss Stephenson: Oh, no; we are gaining.

Mr. Conway: So it is a common problem.

Hon. Miss Stephenson: We do better than anybody else does.

Mr. Conway: That is the concern I would have as a taxpayer—

Hon. Miss Stephenson: No; that is not a problem.

Mr. Conway: —that spaces that were provided for in an important area were not filled. To the taxpayer that does not look right.

I did not mean to say, as I did earlier, that moneys were lost, but rather that policy objectives in an important area were not fully met.

Hon. Miss Stephenson: I suppose it would be honest to say we project more spaces than we can perhaps honestly suspect we are going to fill, because we do want to ensure that if we do have those apprentices they will be trained.

Mr. Allen: Are you making any headway in ironing out the problems in the linkage program between the training in the secondary schools in technical subjects, for example, and acceptability by the employer? There is a terrific overlap and duplication of training that goes on in secondary schools, with the employer and at the college level.

Hon. Miss Stephenson: It is not a lack of acceptability.

Mr. Allen: The apprenticeship interaction is tremendously frustrating for lots of students and may be part of the reason some of the technical programs in the schools, for example, are on a secular downturn quite apart from Ontario Schools, Intermediate and Senior Divisions. They do the training and find when they get out they have to do it all over again. The word gets back, "What is the point?"

Hon. Miss Stephenson: That has not happened. To my knowledge, we have not had anyone suggest they had to repeat.

Mr. Allen: You have not?

Hon. Miss Stephenson: Right at the very beginning in 1979—

Mr. Allen: Mr. Krever's report on technical training in the Hamilton Board of Education makes it very plain that the linkage program has immense inadequacy in terms of the repetition in training that is involved; repetition in training.

Hon. Miss Stephenson: Report to whom? To the Hamilton board?

Mr. Allen: To the Hamilton board.

Hon. Miss Stephenson: It would have been nice to have shared it.

Mr. Allen: I had it in my last set of estimates. I do not have it here.

Hon. Miss Stephenson: I am sure there were problems in the very beginning, but in the latter years there has not been that kind of problem. We do not have a problem with acceptability of the program by employers.

Not all the students who participate in linkage are going to go into apprenticeship programs. In fact a very significant proportion of them do not. Many of them go on to college programs and some of them actually do a university admission program and go to university. But it does give them the opportunity to experience that kind of educational program at the secondary school level. We think that is valuable for the student who wants to have a broad range of experiences.

The difficulty, particularly during the economic downturn, was to find places in the registered apprenticeships for the students who graduated. There was simply a lack of available space in employment.

That is where the students must go if they are going to become registered apprentices. They must be taken up by an employer and they must then be registered in an apprenticeship program. But we have not had any difficulty recently with acceptability of the academic part of apprenticeship the students acquire at the secondary school level. It is not a matter of lack of fit any more, it is a matter of lack of spaces in employment.

Mr. Allen: I heard that criticism, not just from Mr. Krever but elsewhere.

Hon. Miss Stephenson: You heard it elsewhere? I would like to know where. I really would like to see Mr. Krever's report. What date was that report?

Mr. Allen: It was April or May 1984.

Hon. Miss Stephenson: We will get it from Mr. Krever and see what he said. He has never submitted it to us.

Mr. Sweeney: Are you any closer to getting business and industry to give you projections as to what their needs are going to be two, three or four years from now?

Hon. Miss Stephenson: That is the task of the Ontario manpower commission, as you know.

Mr. Sweeney: Surely they have to pass that on to you somewhere along the line?

Hon. Miss Stephenson: They pass the information they gather on to us, yes.

Mr. Sweeney: That is what I mean.

Hon. Miss Stephenson: They are continuing to do surveys.

Mr. Sweeney: Are you any closer to a mechanism being set up so there is a continual flow of this information at the obvious stages?

Hon. Miss Stephenson: Yes. That mechanism, as you know, is a projection at the federal level, with regional information sources as well. COPS—the Canadian occupational projection system—is the acronym that was established for it. I am not sure how successful it is going to be. The projection activity is one the manpower commission is continuing to carry on. It is a terribly imprecise exercise, I must say.

Mr. Sweeney: So it has not been improved, in other words?

Hon. Miss Stephenson: I am sure it has improved. It has a long way to go. I am not sure it will ever be 100 per cent accurate. I am not sure it ever could be, since we are dealing with human beings. None the less, it has improved very much over what it was several years ago. Just because it is difficult to do does not mean you should not do it.

They are continuing to make assessments on the basis of both a macro view, which is carried out by the federal level of government and the Ontario manpower commission, and then of course at the local or regional level. The surveys are carried out very specifically by the community industrial training committees. I think the CITC surveys in a regional area are a good deal more accurate than the macro ones we tend to develop at the provincial and federal level.

Mr. Conway: Can I ask a related question on the linkage matter? We discussed it a bit, but the time is running down.

Last month, I was at the deans' conference at Niagara-on-the-Lake. I heard Mr. Hal Wyatt, one of the vice-chairmen of the Royal Bank, unburden himself in quite a breathtaking analysis. This came about, as he said himself, after long years of association with the university graduate community. I do not think Dr. Allen was there, but I am sure he would have found it as remarkable as I did. I am sure the minister at least saw the press report. It made the front page of Toronto's only national newspaper.

5:40 p.m.

I was reminded of it the other day when I was looking at the recent issue of University Affairs. Business has been speaking out on the university questions. Again, this is the linkage business, because there has been the linkage between the private sector and government and the universities.

Hon. Miss Stephenson: Thank you for clarifying, because in this context linkage is a very specific program.

Mr. Conway: I must admit I am stretching it.

Hon. Miss Stephenson: You certainly are. If this is a supplementary question, could we concern ourselves with it?

Mr. Conway: Are you concerned about the attitude among business leaders like Hal Wyatt? I noticed in University Affairs Allan Taylor, president and chief operating officer of the Royal Bank of Canada, reinforced some of Mr. Wyatt's prejudices. You have said there has to be a closer relationship and out of that could come more money and a better future.

The university people who were there to hear Mr. Wyatt were actually stunned. I know something of the research and speech-writing capacity of the Royal Bank; it is of a very high standard, and I did not feel Mr. Wyatt's speech was one of its great successes. I do not mean to denigrate him personally, but it really distressed me.

An awful lot of the people in that room that evening think that a person of his experience and position feeling that way about the universities—I wondered if you had a reaction. University Affairs of December 1984 outlines a number of other comments that fit into that mould. Beyond your reaction, what does it say about the possibilities for closer co-operation?

Hon. Miss Stephenson: I must admit when I read the text of Mr. Wyatt's speech and understood what he was trying to say I was reminded very clearly of an experience I had two or three years ago when, in discussion with representatives of the university community, I discovered they were as abysmally ignorant of the secondary school program as Mr. Wyatt is of the university program. There is a very strong parallel.

We are beginning to overcome that problem among the universities, the colleges and the secondary school system. We have also taken some initiatives to overcome the chasm which has existed between the business and university communities. We have initiated some interesting, informal discussions with representatives of business and industry and the deans of various faculties at the university level, between business people and the presidents of universities, between business people and some of the senior faculty members. It is really quite interesting.

As a result, we have discovered that none of the groups has horns and they can talk to one another. At least in one area, there is the real possibility of an ongoing relationship which will benefit both the universities and the business community.

Mr. Conway: Sort of a marriage.

Hon. Miss Stephenson: I do not think I would call it that, but it is at least—

Mr. Conway: A marriage encounter.

Hon. Miss Stephenson: It is a reasonable companionship, with appropriate interchange.

Mr. Sweeney: It speaks volumes that as recently as four months ago, as Mr. Conway has pointed out, a top business person had that attitude.

Mr. Allen: I would just add it seems to me it is a major problem, coming from the Royal Bank in particular. Two years ago, it was the president of the Royal Bank who went off so half-cocked on the relationship of manpower training and the universities, as though the university system was a deliverer of skills training.

I would have thought the reactions to that speech, which came from various federal and provincial—and as far as I know perhaps even some ministerial—locations would have taught the Royal Bank that perhaps they ought to do a bit of research before they pronounce on university questions. Here we have the vice-president, instead of the president. Next it will be the second vice-president perhaps, and he will be equally uninformed.

That really was one of the more shocking aspects of the whole incident: that it came from the same institution that had been so far—

Hon. Miss Stephenson: Does that not suggest strongly to you that the universities should take some initiative and arrange to meet with the senior executives of the Royal Bank, specifically, to demonstrate very clearly to them that their understanding of the role or the function of the university and what it is accomplishing is entirely, not just inaccurate—

Mr. Allen: They have people on all the boards who represent that echelon of affairs. What is wrong with their pipeline?

Hon. Miss Stephenson: There you go. I guess that is one of the things that worries me. For years I have been saying that one of the real problems is that the people out there, outside this building and outside the rather hallowed halls of universities, do not really understand what the institutions do, what their value is to the community or what their value is to society.

They cannot expect that you are going to do it or that I am going to do it regularly for them. It is the universities' responsibility, and some of the universities are becoming very active in that area—not active enough, obviously—

Mr. Sweeney: Waterloo does it.

Hon. Miss Stephenson: It has been doing it for 25 years because it started off that way.

It used to be that university presidents spent 95 per cent of their time out talking to the public, to business and to industry telling them exactly what universities were doing. That role seems to have disappeared over the years.

Mr. Sweeney: Now they just spend their time surviving.

Hon. Miss Stephenson: At any rate, it seems to me we cannot expect business to take the initiative to come in and see what is going on. We have to provide some bridges and we have been trying to provide the bridges. In addition to that, it seems to me the universities have a responsibility to get out there and talk.

Mr. Conway: I do not know Mr. Wyatt and I do not want to try him in absentia, but by his own admission he spent a lot of his business career walking the bridge back and forth from university to his private sector position, and that this really remarkable assessment of the university's situation should come from him was, for those of us there, quite distressing.

Mr. Chairman: May I interrupt? Just sit down, please. Those are the bells for a number of stacked votes in the House. Do I have agreement to put the question?

Mr. Allen: Hold your horses. Where are you?

Mr. Chairman: I am asking whether we have agreement to put the question.

Mr. Allen: Which question?

Mr. Chairman: The question of whether the votes shall carry.

Mr. Allen: All the votes?

Mr. Chairman: Yes.

Mr. Allen: No. I want to vote on one in particular.

Mr. Chairman: Do you have an idea which one it is?

Mr. Allen: I certainly do. It is vote 3102, item 4. I want to make a motion with respect to it. It is the appropriation for the Ontario Council of Regents.

Mr. Chairman: Mr. Allen moves that in the light of the conduct of the Council of Regents with respect to the recent college strike and as an expression of the disapproval of this committee, the vote in the ministerial budget providing for the Council of Regents be reduced to \$1.

Mr. Chairman: Has everyone heard the motion? All in favour? Contrary?

Motion negatived.

Votes 3101 to 3103, inclusive, agreed to.

Mr. Chairman: This completes the consideration of the estimates of the Ministry of Colleges and Universities.

Hon. Miss Stephenson: Mr. Chairman, may I say thank you to you and to the members of the committee.

The committee adjourned at 5:48 p.m.

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